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ABSTRACT

The investigation reported on here was designed to determine the common demands of the position of headmaster as distinct from the unique individuality of the headmaster personality. The first part of the presentation draws its information from current literature and attempts to set down the theoretical bases of the headmastership. The literature points to certain desirable personal characteristics and leadership qualities, including basic managerial skills and dedication to the educational process and to individual needs. It stresses the need to understand the individuality of each group affected by the school; i.e., students, faculty, staff, parents, trustees, alumni, community members, and an employee and his dependents. Related documents are ED 071 177-78 and headmasters should be capable of fulfilling the various roles of change facilitator, financial manager, decision coordinator, educational enthusiast, communicator, and evaluator. The second part of the report presents the results of a questionnaire sent to a select group of practicing headmasters. Some of the conclusions derived from the findings indicate that (1) headmasters wish to spend considerably more time conferring with faculty, students, and parents, but not with trustees; (2) the activities of improving instruction and evaluating were performed less frequently than desired; (3) most independent school headmasters have had relatively little experience in public schools; and (4) general experiences in graduate schools are the least helpful in preparing headmasters for their leadership roles. (Author/WM)

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HEADMASTERS: IN THEORY AND PRACTICE

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University of Virginia
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1973

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INTRODUCTION

Not long ago, the author asked a New England headmaster what he thought were the common characteristics of today's headmasters. His answer, a mélange of sugar and salt, was the following:

> Awesome creatures mightier than Louis XIV and just below God.

Such an "all things to all people" response is so typical of headmasters that it is nearly impossible for anyone who wishes either to become a headmaster or to understand what they do to gain any measurable degree of insight into their personalities and functions.

Although each headmaster is a unique individual, there are certain common demands of the position which require a certain degree of uniformity among all headmasters. This report is designed to determine just that, namely, the commonalities existent in all headmasters.

To accomplish this task, the author has divided his investigation into two parts. Part I draws its information from recent and current literature. It attempts to lay down the theoretical bases of the headmastership.

Part II, on the other hand, is the result of a questionnaire sent to a select group of headmasters. Its contents, therefore, are drawn from practicing headmasters themselves. Whereas Part I is indicative of what headmasters should be according to literary sources, Part II suggests what they are in the eyes of actual headmasters.

The statements in this report are not by any means the final word on the subject. Surely there can be no final word in a study that

attempts to analyze and catagorize different individuals in a changing and constantly evolving society. This report hopefully does, however, take an initial step towards providing a deeper understanding of who these curious creatures are and what tasks they perform.

TABLE OF CONTENTS

Page

PART I - HEADMASTERS: IN THEORY.....1
A. Personal Characteristics.....1
1. Personal Characteristics and Qualities.....1
2. Basic Skills.....2
3. Feelings and Desires.....4
B. Interpersonal Relationships.....6
1. Students.....7
2. Faculty.....8
3. Staff.....12
4. Parents.....13
5. Trustees.....15
6. Alumni.....16
7. Community Members.....18
8. Members of Other Schools.....19
C. Professional Responsibilities.....22
1. Change Facilitator.....22
2. Financial Manager.....24
3. Decision Coordinator.....27
4. Educational Enthusiast.....31
5. Communicator.....33
6. Evaluator.....35
D. Summary of the Literature.....37
PART II - HEADMASTERS: IN PRACTICE.....39
A. Questionnaire Purpose and Design.....39
B. Sample.....39
C. Procedure.....40
D. Findings.....41
1. Part I of Questionnaire.....41
2. Part II of Questionnaire.....53
a. Part II, A.....53
b. Part II, B.....58
c. Part II, C.....59
E. General Implications.....61
PART III - HEADMASTERS: THEORY VERSUS PRACTICE?.....63

Bibliography.....65

APPENDICES

Copy of Questionnaire on Headmasters.....Appendix I
List of Schools Used in Study.....Appendix II
Copy of First Cover Letter Sent with Questionnaires.....Appendix III
Copy of Second Cover Letter Sent with Questionnaires.....Appendix IV

PART I - HEADMASTERS: IN THEORY

A. Personal Characteristics

All headmasters are first and above all people. Therefore, as human beings, they have certain personal characteristics, qualities, skills, feelings and desires.

1. Personal Characteristics and Qualities

Because headmasters are leaders of organizations, they should possess the characteristics and qualities of leaders.[1] Ralph Stogdill conducted an outstanding study twenty-five years ago in which he analyzed and catagorized certain characteristics and qualities of leaders. After examining one hundred twenty-four studies of leadership, he listed five major characteristics which are applicable to the role of headmaster:

> 1) capacity, including intelligence, alertness, verbal facility, and judgement;
> 2) achievement, including scholarship, knowledge, and athletic accomplishments;
> 3) responsibility, including dependability, initiative, persistence, aggressiveness, self-confidence, and desire to excel;
> 4) participation, including activities, sociability, cooperation, adaptability, and humor; and
> 5) status, including socio-economic position and popularity.[2]

As Jones, Salisbury, and Spencer pointed out, all the above are acquired after birth with the exception of capacity.[3] A headmaster, therefore, must be not only "schooled" in the traditional sense, but

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1 for an excellent discussion of leadership, see James J. Jones, et. al., Secondary School Administration, (New York: McGraw-Hill, 1969), pp. 114-7
2 ibid., pp. 114-5
3 ibid., p. 115

also "educated" in its deepest sense. In other words, he must know himself, be positive about himself, and be educated about people as well as about subject matter.

Canon P. St. J. Wilson discussed at a recent Australian conference on headmasters the qualities that a headmaster should possess:

> Personal control, the gift of quietness and a certain placidity, are the qualities to be desired. I modify the placidity because the same individual must at all times, the right times, be deeply moved, must be able to act immediately, must be capable of warmth and generosity in response to loyalty, affection, and enthusiasm.[4]

A headmaster, then, while possessing a high degree of capacity, achievement, responsibility, participation, and status, must be a dynamic and flexible individual as it appears that leadership is in part the ability to adapt and maximize opportunities in a constantly changing environment. Power and position, in other words, no longer define leadership. Instead, the traditional authoritarian, line-and-staff approach is being replaced by the collegiate, pluralistic, democratic approach to exercising leadership.

2. Basic Skills

The proper exercise of educational leadership could be called administration, although administration implies the idea that one must be versed in the art of planning, organizing, implementing, and evaluating a wide spectrum of tasks ranging from the most educationally significant to mere paper shuffling. Perhaps the most important difference between the terms leadership and administration is that the former emphasizes people, the latter, tasks.

Nevertheless, there can be little doubt that administration

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4 P.J. McKeown and B.W. Hone, Editors, The Independent School, Papers Presented to the Headmasters' Conference, (Melbourne, Australia: Oxford University Press, 1967), p. 72

encompasses the boring as well as the exciting, the tedious as well as the stimulating. This is perhaps what ran through the mind of Samuel Drury in 1926 when he wrote the following:

> A willingness to lead, to take the step which patient thought advises, should mark all headmasters.[5]

Administering an independent school, then, is not always living a fast pace of sensational events. As in all administrative positions, there are moments if not hours of handling the routine, day to day matters which, if handled with less reflexion and patience, might appear more exciting. This "willingness to lead", therefore, must be a primary "raison d'être" of all headmasters.

Describing skills essential to headmasters, Maurice Brown mentioned the importance of the ability to analyze and control the structure of an organization. He recommended that headmasters seeking an efficient and effective educational institution keep the various levels of authority to a minimum. Otherwise, he warned, the structure became impersonal and unworkable. Further, he advised the following:

> I see the purpose of administration as being to help a group of people reach a goal.[6]

In order to accomplish this minimal structure, authority if not also responsibility must be delegated to those affected by the educational program of the independent school. This will in turn facilitate the attainment of the group goals.

In summary, three essential skills as reflected in the literature that headmasters should possess are listed below:

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5 Samuel S. Drury, Schoolmastering, Essays in Scholastic Engineering, (New York: MacMillan Co., 1926), p. 51

6 P.J. McKeown, op. cit., p. 74

1. the ability to tolerate and perform routine administrative functions;
2. the ability to exercise proper leadership in helping the group define, accomplish, and evaluate its goals; and
3. the ability to keep the organizational needs in tune with the human needs, thus keeping the organizational structure secondary to the needs of those in and affected by the organization.

3. Feelings and Desires

Thus far, it has been stated that headmasters must possess the characteristics and qualities essential to be an educational leader, plus the basic skills necessary to be an educational administrator. Indeed these two facets are two sides of the same coin as they both relate to a headmaster's ability to be the head of an educational organization.

There is one more, less tangible ingredient mentioned in the literature which must be present before the leadership and administrative skills can be acquired. This ingredient must be far more potent than Samuel Drudy's "willingness to lead". A headmaster must be more than willing; he must be both determined and dedicated.

The most effective leaders have an immeasurable desire to lead. Those who are merely willing to step into the headmaster's shoes are bothered, frustrated, and perhaps even overcome by the changing educational climate, the frequent value clashes within the school, or the parent who calls at least once a week to complain about the cold spaghetti served her son last week. Headmasters need not enjoy pain but they must certainly be able to tolerate it with a minimal degree of personal damage. They must be able to put the needs of the school above and beyond their personal needs. In their determination to better

the educational organization, they must be philosophers, as Otto Kraushaar so aptly stated:

> ..who can translate a vision of what should be into a means for its fulfillment.[7]

As is frequently necessary, however, what is lost in the translation of a vision are the personal beliefs, biases, and values of the headmaster. Headmasters, therefore, must be capable of pushing aside their own values and desires and of encouraging the expression and unification of the values and desires of the school population. This is by no means an easy task to accomplish. Without an extremely powerful determination to be a democratic leader and to administer effectively his school, a headmaster may feel that the organization is personally opposed to his ideas and beliefs. He may become "soft", allowing any request to pass his desk signed in order to become or remain popular, or he may become authoritarian, believing, as some headmasters probably do, that the headmaster's job is to make all the decisions as he sees fit.[8]

Coupled, however, with this drive to lead must be an equal portion of dedication to education. If a headmaster's single objective were to lead, he might conceivably be more effective in business or in the military. To be an effective headmaster, he must be convinced of the value of education, dedicated to the process of teaching and learning, and certain that everyone affected by his school has something to give as well as to receive. In short, his own personal philosophy must rank education as high as love for his fellow man; indeed, the two terms may be synonymous.

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7 Otto F. Kraushaar, American Nonpublic Schools, Patterns of Diversity, (Baltimore: Johns Hopkins University Press, 1972), p. 182

8 for a further discussion, see Thomas J. Sergiovanni and Robert J. Starratt, Emerging Patterns of Supervision: Human Perspectives, (New York: McGraw-Hill, 1971), pp. 91-96

B. Interpersonal Relationships

In addition to democratic leadership, basic management skills, the desire to lead, and the dedication to education, all headmasters will have to work with and through people in order to improve the educational organization. He will therefore be in constant contact with various groups, both formally and informally.

The headmaster of today's independent school relates in a helping behavior with respect to every group affected by the school. This helping behavior is another way of describing the exercise of democratic leadership. Yet, a headmaster must relate differently to each particular group since the constituency of each group has its unique needs, fears, and aspirations. No longer can a headmaster sit comfortably upon his throne, treating all subjects alike with, as J. Wilson Hogg said:

> ..god-like remoteness..half-terrible, half benevolent, wholly wise.[9]

Encompassed within the educational climate of an independent school are eight distinct groups:[10]

1. students
2. faculty
3. staff
4. parents
5. trustees
6. alumni
7. community members
8. members of other schools

As each group demands a special relationship, each merits a brief discussion.

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9 P.J. McKeown, op. cit., p. 115

10 see Samuel Drury, op. cit., pp. 57-61. He mentioned the existence of only six groups and ranked them in order of importance, an idea rejected here.

1. Students

The actual relationship on a one-to-one basis that a headmaster enjoys with the students is naturally dependent on the size of the student body. Certain elements, however, should be present in a headmaster's relationships with students, be it on a corporate or individual basis.

Dr. J.R. Darling stated the following in a discussion on headmastering:

> Only one quality is indispensable, a sort of youthfulness, or at least an affinity with the young.[11]

If a headmaster is to help the students develop to their fullest potential, he must understand them. He must therefore know them as individuals. Naturally in large schools this degree of personal association is difficult if not impossible. It is, however, axiomatic that the more a headmaster knows a student, the better will he be able to help that student.

In addition to being individuals with personal characteristics, likes and dislikes, problems and potentials, students also share certain commonalities as a group. Most enjoy a certain kind of music, a particular style of dress; most share the same excitements and disappointments; many have similar fears and dreams. The headmaster must not only understand these trials and tribulations, but also share in an empathic sense what students are experiencing. This is undoubtedly what Dr. J.R. Darling meant by "a sort of youthfulness".

Besides helping students, however, the headmaster of today should be eager to be helped himself by the students. Under the theory of democratic leadership, participation on all levels is essential to

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[11] P.J. McKeown, op. cit., p. 61

a healthy and productive climate. Otto Kraushaar recognized this relationship when he wrote:

> One formally untapped resource of ideas and inspirations is the students themselves. They are beginning to be heard, sometimes in a big way.[12]

This relationship, then, must be a helping, caring relationship based on a constant exchange of ideas and feelings. It is through this mutual concern, respect, and understanding that the headmaster is best able to give guidance and comfort to youngsters. Whereas the teacher often sees a youngster as a student in a particular subject field, the headmaster should see the youngster as a whole person, affected not only by a certain subject or subjects, but also by forces which are constantly pulling and pushing youth through adolescence into adulthood. The following excerpt is taken from the diary of Frank D. Ashburn during the time when he was a headmaster:

> The thoughts of youth are long, long thoughts. I could name offhand a dozen boys who give every scholastic indication of almost abnormal stupidity, in each of whom is a 'shaping spirit of imagination' which Coleridge himself might have envied.[13]

2. Faculty

As is true in the relationship with students, the headmaster should strive to know the teachers on an individual as well as a group basis. Each teacher will undoubtedly need encouragement and assistance in setting the educational goals for his particular classes. In addition, each teacher will need advice and feed-back on teaching as a career, on education, and on schools in general. It is through

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12 Otto. F. Kraushaar, op. cit., p. 186

13 Frank D. Ashburn, A Parent's Guide to Independent Schools and Colleges, (New York: Coward - McCann, 1956), p. 147

constant dialogue between a headmaster and teachers that major educational changes are formulated, adopted, and assessed.

From where the headmaster sits, then, teachers must do much more than teach. They should be involved actively in determining what direction the school is to take, as well as simply maintaining the school's present course. Unfortunately, as Douglas Heath pointed out, this cooperative relationship is not as accepted as it should be:

> An uneasy conspiracy of silence exists in most schools between administrators and faculty about not examining too closely what each other is doing. Instead, we financially parry, feint, and joust in the side shows where the nonacademic people work, but avoid the center tent where academic tradition and administrative bureaucracy stand to battle any critic.[14]

If such a cold war or vacuum exists between the headmaster and the faculty, or for that matter between the headmaster and any group, it will be insufficient for the headmaster to address the school assembly one morning and promise that his door will always be open to anyone. To create an open climate where trust and respect replace ignorance and suspicion, it will often be necessary for the headmaster to make the first few initial contacts, going to the group informally as well as formally, instead of setting up an appointment for group representatives to meet with him in his office.

Furthermore, in order for a helping relationship to exist between the headmaster and the faculty, the headmaster must possess some insights thought essential to "head masters" of old. He must have some idea of what a good teacher is. This is not to say that he must have a subject matter command equal to that of the teacher. Nor does this mean that he should hold sacred the memory of a good teacher

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[14] Douglas H. Heath, "Survival? A Bigger School?", Independent School Bulletin, May, 1973, p. 9

he had in the fifth grade and compare all the faculty with that cherished recollection. His job here is to have in clear focus the philosophy of the school and to help teachers channel their particular objectives into some congruity with the philosophy of the school.

In addition to aiding teachers formulate their goals, today's headmaster should also help in the implementation of these goals. Here, perhaps, is where the tremendous difference between equally effective teachers clearly shows itself. Although two teachers, for example, might share the same objectives, their approaches to meeting those objectives might be entirely opposed. As Frank Ashburn once wrote in his diary:

> Y, a young prospective teacher, was here today asking for advice and wanting to know how to teach well. Specifically his question was, 'How do your best teachers teach?'
>
> I couldn't answer him except by indirection. If there is a lowest common denominator for fine teachers, I haven't discovered it. Consider our present faculty. Q is gentle, persuasive, dignified. He scarsely raises his voice, is never theatrical or absurd, but is luminous, clear, and demanding of exactitude. S, on the contrary, is tempestuous, excitable, and exciting; extremely theatrical, often absurd; always a character. His classes seem mad, but the boys remember what he teaches them and follow leads he gives. Whereas T seems to be simply brutal.. A world war is an annoying incident which must not be allowed to interfere with any assignment..The three men are all great teachers who have nothing in common as to method. I would not dare say one is greater than another nor urge a youngster to copy any of them in detail.[15]

Any headmaster, therefore, who arrives on the scene with a fixed notion of how a good teacher is to teach will divide his faculty and decrease the effectiveness and quality of the school's educational program. He must nevertheless have a sharp eye for talent, however that talent might express itself.

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[15] Frank D. Ashburn, op. cit., p. 151

Whereas being able to determine and assess the effectiveness of present faculty members presents major difficulties, the hiring of new faculty requires perhaps a keener sense of what a good teacher is. Beyond analyzing the applicant's recommendations, interview, transcripts, and other introductory paraphernalia, all headmasters must eventually make a subjective judgement about the candidate who claims to be able to do a good job. Few headmasters would deny that there is a large amount of risk involved in such decisions. That degree of risk, however, decreases when a headmaster is a good judge of people.

Dr. J.R. Darling described a poor judge of character as a headmaster who hires someone who looks good on paper and presents himself well but who can't perform. Perhaps the difference between the poor judge of character and a fool is that the former commits an honest mistake; the latter hires a teacher simply because the approaching school year forewarns that if someone isn't hired, there will be a vacancy in the fall.

> You will make quite enough mistakes, hopefully believing that you have found the right man, without deliberately adding to your troubles by appointing someone whom you know to be incompetent. There is really less work for the staff by having a position unfilled than by filling it with an ass.[16]

Above and beyond seeking faculty members who can teach, however, headmasters operating under the concept of democratic leadership will need people who can contribute to the survival and growth of the school as a whole. As teacher participation in policy determination

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16 P.J. McKeown, op. cit., p. 63

increases, headmasters will need to seek out individuals with fresh approaches to both the timeless educational problems and the momentarily challenging issues of the present decade.

Otto Kraushaar underlined this relatively new idea in hiring faculty when he made the following statement:

> The source of ideas and inspirations they (headmasters) value most is the resources of imagination, analysis, and experience which they find among their faculty collegues. This fact points up the great importance, in filling faculty vacancies, to look not only for persons who qualify for a particular slot, but for young teachers who have knowledge of and can generate enthusiasm. (parenthesis mine)[17]

The relationship, therefore, between the headmaster and the faculty should be a cooperative endeavor to raise the quality of teaching and learning within the school, not just the quality of the course content. The headmaster should no longer be removed and above his faculty. They must all be part of one vibrant entity, constantly seeking improvement from any source which shows promise.

3. Staff

Headmasters today can ill afford to look upon staff as simply those who cook the hamburgers or cut the grass. In schools where high morale prevails, there is a sense of dignity and personal worth everywhere, among the members of the staff as well as in the other groups.

Samuel Drury once observed:

> That there is quite as much temperament in the kitchen as in the dining room, as much personality in the barn as in the library, as many feelings in the accountant's room as in the faculty, everybody should know. The same heart beats in every human breast.

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17 Otto Kraushaar, op. cit., p. 185

> A spirit of cooperation and interdependence can grip the group, so that drudgery becomes divine, and members conspicuous or members hidden all take pride in interworking to support the concern. In truth, the school is the concern of many sorts of workers.[18]

In short, all headmasters should treat all nonteaching staff with the same respect and consideration due any teacher or trustee. After all, as is evident on many campuses, staff members often function as teachers or advisors in their own right. Divorced from the hierarchical arrangements typical in some faculty-student or trustee-headmaster relationships, staff members enjoy a certain immunity in their frequent role as confidant. Thus, they have needs different from those in other groups. The degree to which the headmaster works to satisfy these needs and involves staff in school affairs will undoubtedly be a measure of the efficiency of that school.

4. Parents

Traditionally there has been a limited relationship between the parents and the headmaster, outside of an occasional Parents' Day or Fathers' Weekend. In boarding schools there probably exists less of a relationship than in day schools since, in the latter case, the headmaster and parents see each other at least socially in the supermarket.

The literature reflects this limited association. Whereas much is said about the value of cooperation between headmasters, teachers, and students, little mention is made of the potential influence of the parents on the independent school.

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[18] Samuel Drury, op. cit., p. 60

Dr. J.R. Darling spoke of the past when a headmaster occasionally wrote a parent. The letter was usually written, Darling described:

> ..in his own exquisite hand, probably concluding with the muted thunder of some admonition in the Latin tongue.[19]

With recent improvements in communications, parents are certainly better informed today than they were at the turn of the century. The form of communication, however, probably tends to be as much one way as two way. When parents do visit the headmaster, it is often because of an illness, and early doctor's appointment, or a bad grade. Samuel Drury summarized the headmaster-parent relationship in 1926 as follows:

> The headmaster receives a great many visiting parents who courteously call upon him, some considerately for a moment, others for the length of the recitation period, until their boy is disengaged. More than half these interviews are purely social.[20]

Although the input parents enjoy with regard to the educational program is still limited, certain progress in involving parents in the educational matters of the school has obviously been accomplished since 1926. For example, most independent schools have parents on fund raising committees or admissions councils. Many parents chair extracurricular activities or launch studies to help plan the school's future. Some parents even visit the classroom as paraprofessionals to discuss some educationally significant issue or event.

With the emerging theory of pluralistic leadership will undoubtedly come a higher degree of participation on the part of parents, especially in the independent school where the parents have easy access to the campus. The headmaster's relationship with parents,

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19 P.J. McKeown, op. cit., p. 116
20 Samuel Drury, op. cit., pp. 58-9

therefore, will go far beyond the social exchanges after church. More and more headmasters are finding ways to encourage parental contributions to the educational experience at the school. It is not inconceivable, then, to imagine the day when parents assume a greater role in the teaching area, perhaps even in the actual administration, of the school.

5. Trustees

> In school goverence, for example, 'private control' assumes many forms and is exercised in many different ways. The distinctively private way, following the model of the private college, is governance by an autonomous, self-perpetuating board of trustees who delegate much of their power and authority to the school head. This type of governance is typical of the independent schools.[21]

As Otto Kraushaar described above, the official relationship of the headmaster to the trustees is that of an executive officer who is expected to carry out the policies of the supervisory council. In independent schools where democratic leadership is practiced, however, there is a more relaxed, informal, cooperative effort on the part of the headmaster and the board of trustees to arrive at the decisions which guide the educational and institutional future of the school.

During the Australian conference on headmastering, J.R. Darling stated that there were three ways to treat the "Council", or board of trustees:

> First there are things that they should be told, but prevented from even discussing because they belong to the internal management and discipline of the school; second, there are matters on which

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[21] Otto Kraushaar, op. cit., p.8

> their opinion may be sought, because they represent lay opinion, but on which the headmaster must preserve the right to decide; and thirdly, there are matters which, because they affect the future of the school are policy matters, on which the headmaster has the right to advise but no right to determine.[22]

Although these three ways may help determine the structure of the agenda to be discussed during a trustee-headmaster meeting, they only hint at the sort of relationship existent between trustees and headmasters. In a sense, the headmaster is the primary "trustee" of the school since the school has been placed in his charge. Furthermore, he was hired bacause the board felt he was the best man for the position. It would therefore seem logical to assume that although there were a few sacred trustee grounds upon which the headmaster could not trespass, he should have a fairly free reign to conduct the school as he saw fit. The extent, however, to which this is true remains dependent upon the degree of confidence the board has in its headmaster.

6. Alumni

The relationship between the headmaster and the alumni is similar to that existent between the headmaster and the parents. Increased communication and participation should come and is coming. Much, however, remains to be done. For example, note the following statement written nearly fifty years ago:

> Happy the man who turns to his old school and finds a spot in the shifting world where he is still a boy, where he can still hear that austere voice summoning him forward to be his very best.[23]

Until recently, the relationship of the headmaster to the alumni was embodied within the realm of the sentimental, the trivial, and the

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22 P.J. McKeown, op. cit., p. 67

23 Samuel Drury, op. cit., p. 77

yearning for days gone by. With recent financial squeezes, however, headmasters have had to stress the school of the present instead of alluding to youthful memories of the past. They have had to recruit the active participation of the alumni instead of merely attracting their passive attention.

Through fund raising and recruiting of students the alumni have come to play an ever growing role in the future of the school. The extent to which they also become involved in the educational matters is only dependent upon the headmasters' resourcefulness and creativity. Certainly the day of increased participation is at hand.

The following questions, although asked many years ago, are still central to the type of relationship which will evolve between the independent school and its alumni:

> Used as we now are to alumni corporate action, for opinion or generous giving, or resistance, we well may note the rise of this new element in educational affairs. Our single object will be to assess the value of the alumni spirit in scholastic engineering. The question should be broadly debated: what rights or duties or privileges have the graduates in the affairs of their alma mater? How can they help a school or college; how can they hurt it? And, what is of deep importance, how can the fostering mother help her sons? Is there not a greater duty towards them from alumni? How shall the insistent spirit of interest be directed to the joint benefit of alumnus and alma mater? 24

The challenges facing headmasters in their relations with alumni are therefore not limited to the problem of locating more funds. It is quite conceivable, if not probable, that headmasters will depend more and more heavily upon the alumni for participation in formulating, implementing, and perhaps assessing the quality of the educational program.

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24 ibid., p. 65.

7. Community Members

As independent schools look to the surrounding community for educational experiences unavailable in the classroom, there is increased communication between the headmasters and the community members. These experiences found within the community are no longer limited to those traditionally thought of as being educationally important, namely, the dramatic, musical, or artistic community events. In addition to these activities has been added a long list of experiences ranging from apprenticeship on a farm to social work in urban areas. Students, teachers, staff, parents, alumni, trustees, and above all headmasters are on the lookout for educationally worthwhile experiences to supplement and broaden the activities provided on campuses. As the quantity and diversity of these experiences widens, headmasters will have more and more contacts with a greater diversity of people, thus becoming community members instead of headmasters of the private academies on the hill.

Maurice Gibbons wrote a recent article concerning several changes that secondary schools are now seeking.[25] Throughout these recommended changes ran the theme of increased school-community cooperation. He stated, for example, that schools must learn to "communize", that is, to increase human interaction between the students and the community members.[26] One could assume that headmasters, teachers, staff, trustees, and alumni should also learn to "communize".

As headmasters help to move their schools from the limited self-

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25 Maurice Gibbons, "Changing Secondary Education Now", Independent School Bulletin, May, 1971, pp. 25-9

26 ibid., p. 27

contained classroom setting into the community area, communication, cooperation, and consultation will increase between the headmaster and the community members.

8. Members of Other Schools

This last, less clearly defined group of people with whom the headmaster must deal has received a strong measure of attention lately. Several independent schools, for example, have merged during the past decade. Whether this was done primarily for educational rather than financial reasons is secondary to the recognized need that independent schools are faced with the day when cooperation is the key to survival.

A headmaster, however, should not confine his search to the other independent schools in the area. Substantial educational merit is also to be gained by coordinating activities with nearby public schools. Here again traditional separation between the two has perhaps caused problems which will not be solved overnight. Terry Ferrer described the challenge in the following way:

> In past years, the independent school man had somewhat vague relationships with the high school principal. The two, as a matter of fact, seldom met. The principal felt that the headmaster was out to corner the market on college admissions for his students, and that he looked down upon the public school. The headmaster thought that the principal had mass problems which bore no relation to the smaller numbers in the independent school. [27]

The problem, then, is largely one of opening lines of communication between the headmaster and the principal. C. Albert Koob, then Executive Secretary of the National Catholic Educational Association, stressed this needed educational partnership in the following observation:

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[27] Terry Ferrer, The Independent School, Its Role in American Education, Public Affairs Pamphlet Number 238 (New York: Public Affairs Committee, Inc., 1956), p. 26

> As public school administrators become aware of the potential of the private schools in their area, and as private schools begin to know something about the problems of the school district in which they operate, there will emerge a much better spirit of cooperation and a oneness of purpose.[28]

This same call for cooperation was reflected in President Nixon's "Message on Educational Reform" which he presented to Congress on March 3, 1970:

> The non-public schools provide a diversity which our educational system would otherwise lack. They also give a spur of competition to the public schools - through which educational innovations come, both systems benefit, and progress results.[29]

By cooperation, it is essential for headmasters and principals to undertsand that independent and public schools are not in fierce competition with each other. It is an unfair generalization to assume that those who attend independent schools are against public schools and that those who attend public schools are against independent schools. Neither the public nor the independent educational sector claims to be more effective than the other. Theodore R. Sizer, once the Dean of Harvard's School of Education and now Headmaster of Phillips Academy at Andover, recently supported this belief:

> If one conceives of boarding schools as serving the whole population by enrolling students at a point when each can benefit from this kind of experience, then our schools are properly conceived as <u>complements</u> to the public high schools, not competitive <u>alternative</u> schools.[30]

With such a feeling in mind, C. Albert Koob recommended several steps that the independent school should take to begin cooperative

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28 C. Albert Koob, "The Contribution of Non-public Schools", <u>National Association of Secondary School Principals Bulletin</u>, No. 332 (Dec., 1968), p. 82

29 as quoted in Charles E. Johnson and Larry E. Suter, "Private Schools: Enrollment Trends and Student Characteristics", <u>Education</u>, Vol. 91, No. 3 (Feb. - March, 1971), p. 237

30 Theodore R. Sizer, "A Public Free School or Academy", <u>Independent School Bulletin</u>, Feb., 1973, p. 6

proceedings with the public schools. Naturally, these steps, summarized below, are important to those headmasters who wish to open the lines of communication with neighboring public school principals:

> 1) an endeavor in the area of cooperative planning should be made in order to share talent;
> 2) open the doors of independent schools to the inner city so that large metropolitan areas can use certain facilities and personnel;
> 3) sponsor joint, in-service training programs; and,
> 4) help orient education towards the teaching of values.[31]

It is encouraging to note that some headmasters have already begun to move in this direction. William J. Sanders, then Commissioner of Education in Connecticut, stated:

> The joint use by public and nonpublic schools of data processing for pupil accounting, of television, of computer assisted instruction, in short, jointure in educational technology, is here already.[32]

The objective towards which headmasters should strive, then, is not merely the sharing of facilities but also the sharing of ideas. There is much to be gained by coordinating objectives between public and independent sectors, both from an educational as well as financial point of view. Gibbons summarized this cooperative venture in the following statement:

> By planning both time and personnel for regular assessment and development, you can make disasters as well as successes merely data for the continuing growth of better schooling. And that is the name of the game.[33]

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31 C. Albert Koob, op. cit., pp. 74-82

32 Donald A. Erickson, Editor, Public Controls for Nonpublic Schools, (Chicago: University of Chicago Press, 1969), p. 184

33 Maurice Gibbons, op. cit., p. 29

C. Professional Responsibilities

In addition to the personal qualities and skills and the proper exercise of interpersonal relations with specific educationally affected publics, headmasters also need certain professional competencies in order to function and lead their schools to higher accomplishments and keener performance. Literary sources point to the following six roles essential to leadership in an independent school:

1. Change Facilitator

It was not long ago that independent school headmasters were charged by trustees to keep the school as similar as possible to the memories that trustees and alumni had of school days past. In 1903, Oscar Fay Adams made the following statement with regard to the head of St. Paul's School in Concord, New Hampshire:

> The present acting rector is open-minded and disposed to consider the welfare of the school in preference to the maintenance of theories, but that any radical change will be made in the governing principle is unlikely.34

Such "open-mindedness" appears to be concerned more with preserving the status quo than with adjusting the educational organization to progress and demand. The latter function, although it carries with it certain frustrations and perhaps feelings of insecurity, is certainly what headmasters today must do if their schools are to survive.

Often, however, the pressures of survival become the major determinant in initiating change. Temporary solutions to immediate problems or unevaluated innovations which promise quick relief are substituted

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34 Oscar Fay Adams, Some Famous American Schools, (Boston: Dana Estes and Co., Publishers, 1903), p. 205

for long-range planning. Douglas Heath observed:

> Too frequently, to survive means only to find enough funds to continue what a school has been doing for years. Increase tuition. Plan another capital fund drive. Snip off a music teacher. Don't fill a janitorial position. Reduce the athletic program. But never question the worth of what that school has been doing academically for years - particularly if it has been doing it very well. A school's assumptions about its educational goals and practices are the most important determinants of its financial health. But they are also the most frequently ignored determinants when survival becomes the issue.[35]

As headmasters are leaders of educational institutions, it seems axiomatic that one of their primary functions is to improve the institutions' educational quality, i.e. the teaching and learning. It follows therefore that in order to affect such improvements, headmasters must, with the educational goals and objectives of their schools in mind, seek possible ways of changing both the means to obtain those goals and also the means of defining and agreeing upon goals. One of their major duties, then, lies in improving the instructional program and facilitating communication within their schools. The Headmaster of Phillips Academy at Andover reflected this thought in a recent independent school publication:

> The prime question facing a headmaster, new or old, is obvious: can we continue to adapt to our culture, in this time which is not of heady revolution, but of reluctant evolution, not of optomism in the perfectability of man and woman, but of discouragement and doubt?[36]

This adaptation to culture, this change, is justifiable in terms of whether or not it improves the instructional quality of the school. Although, for example, a new gymnasium may increase student candidate applications, the justification for this new addition must come from

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35 Douglas H. Heath, loc. cit.
36 Theodore R. Sizer, op. cit., p. 5

its contribution to the educational not the financial state of the school.

The headmaster, to facilitate institutional improvement, must be on constant watch for potential changes which may result in better teaching and learning. Terry Ferrer recently stated that this search was presently under way:

> There is a great ferment among independent school educators today - one headmaster called it a 'divine discontent' - to develop new techniques, to concern themselves with the hard-core problems of education, to take the initiative in improving the learning situations and to help each child grow emotionally and in character as well as in mind.[37]

The headmaster is naturally not expected to undertake this immense task alone. On the contrary, through the eight publics discussed in the preceding pages, the headmaster should seek maximum involvement and participation from all those affected by the school. It is, however, the headmaster's responsibility to initiate instructional improvement, although the input into educational change should come through various channels.

Otto Kraushaar summarized the headmaster's position with regard to change as follows:

> The school head or principal is in the key position to initiate change. If he is a champion of innovation and possesses the imaginitive boldness and charisma to persuade others, the faculty in particular, he is in a position to move the institution to new and higher ground.[38]

2. Financial Manager

No one would or could deny that finances play an extremely crucial part in the operation of independent schools. The role finances play,

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[37] Terry Ferrer, op. cit., p. 28
[38] Otto Kraushaar, op. cit., p. 268

however, should be secondary to the educational objectives of the school. The dollars spent should contribute to maximum fulfillment of the goals and should not play a major part in defining them.

That said, there remains the difficult tasks of raising and allocating funds. Such tasks were perhaps less strenuous in an age when certain independent schools were financially secure and consistently sponsored by wealthy supporters of the school. Barbara Keyser, Headmistress of Madeira School in Greenway, Virginia, recalled when Lucy Madeira, founder of the school, ushered an auditor out of her office:

> Sir, I can raise money and I can spend money, but I will be damned if I will account for money. 39

The days of such financial comfort have long past and many heads of independent schools have been "damned" by not keeping track of financial matters. Even the schools considered to be the wealthy traditional pillars of security are feeling the pressure. Free-lance writer, Martin Mayer, pointed out:

> An endowment of $70 million (at recent values) gives Exeter a deep financial cushion. It is a measure of the problems American private schools face, however, that even Exeter is budgeting for current deficits, and looking down the pike at five-year projections that are troubling - and ten-year projections that are all but terrifying, whether the projection relates to costs, educational purposes, or social function. 40

Richard W. Day, principal of Exeter in New Hampshire has himself identified this deep concern:

> All this throwing up of hands has arisen because for about fifteen years the financial arrangements of the country were such that these schools enjoyed prosperity and stability. But apart

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39 quoted in Martin Mayer, "The Prep Schools Enroll for a Cram Course in Budgeting", Independent School Bulletin, Feb., 1973, p. 10

40 ibid., p. 9

> from that period, the situation has always been a precarious one financially. In at least 170 of its 191 years, this school has had to scratch to stay alive. [41]

All independent schools today have the same itch and it is one of the headmaster's major responsibilities to see that such an itch is stratched. To accomplish this, many of the larger schools who have million dollar budgets hire a business manager who is in charge of the financially related matters. When Theodore Sizer became Headmaster of Phillips Academy at Andover, Massachusetts, he wasted no time in looking for a man capable of handling the school's financial affairs. Such a man, said Mr. Sizer, should be described as follows:

> A nice, warm guy who can say NO.[42]

Regardless of a school's size or budget, however, all headmasters will need to have a sound picture of how an educational institution operates financially. Dr. J.R. Darling answered why the headmaster himself must be fairly expert in this area:

> First in order that he can answer the cry of financial impossibility by demonstrating how a thing can be achieved.. Secondly, because there is almost nothing upon which finance does not have some bearing. [43]

Headmasters who have left the financial health entirely up to the talents of business managers have occasionally been regrettably disappointed. Milton Academy near Boston, for example, recently opened a new science building and library. Both structures had hermetically sealed windows which naturally necessitated year round ventilation. Such ventilation, however, can be extremely expensive and unfortunately not enough funds were put aside for the buildings' up keep. The

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41 quoted in Martin Mayer, op. cit., p. 14
42 quoted in Martin Mayer, op. cit.,p. 11
43 P.J. McKeown, op. cit., p. 66

situation would have been serious enough as it was had the Massachusetts legislature not passed a restriction on sulfer content in fuel oil. The result of this unexpected restriction was that Milton Academy's oil and electric power bills nearly doubled from 1969-70 to 1971-72. [44]

Headmasters, therefore, will need to understand more than addition and subtraction. There is a definite relation between funds available and ability to achieve educational objectives. The more headmasters understand this complex relationship, the more capable will they be of keeping realistic, obtainable goals in focus. Although they must, as Mr. Sizer said, be able to say "no", they must also be capable of recognizing when a "yes" is educationally significant. This means that headmasters must have a pinch of the Good Samaritan in them as well as a dash of Uncle Scrooge.

3. Decision - Coordinator

The colorful character of Dr. John Adams occupied the headmaster's chair of Phillips Andover Academy from 1810 until 1833. The following poem, "The Schoolboy", was written for the centennial anniversary of the Academy with Dr. Adams in mind:

> How all comes back! The upward slanting floor,-
> The masters' thrones that flank the central door,-
> The long, outstretching alleys that divide
> The rows of desks that stand on either side,-
> The staring boys, a face to every desk,
> Bright, dull, pale, blooming, common, picturesque.
> Grave is the Master's look; his forehead wears
> Thick rows of wrinkles, prints of worrying cares-
> . . . . . .
> Supreme he sits; before the awful frown
> That bends his brows the boldest eye goes down;
> Not more submissive Israel heard and saw
> At Sinai's foot the Giver of the Law. [45]

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[44] see Martin Mayer, op. cit., p. 10
[45] as quoted in Oscar Fay Adams, op. cit., p. 51

Disappearing with the financially ignorant headmasters are also those who sit garnished with Latin adages upon the jeweled throne on the ruler. Most headmasters no longer preach to the multitudes from the peak of the mountain.

It is difficult to determine whether these powerful headmasters of yesteryear vanished because of theories of democratic cooperation or because of practical necessity. "One man schools", although often extremely stable and prosperous during the headmaster's reign, frequently fell into understandable disorder when the old gentleman passed on. Ernst Barrett Chamberlain discussed this unhealthy phenomenon as follows:

> A review of history cannot fail to disclose the significant fact that many of our excellent private schools are from forty to fifty years old and, in many cases, have only recently lost their founder or the head who had guided them through their major development. Oftener than not, the passing of this head has been a serious blow, with no one to succeed the leader. Here, again, the private school has the defects of its qualities: its very essence is the leadership of strong, influential personalities, and the stronger and more influential they are, the more their loss is felt and the harder it is to replace them. [46]

The headmasters of today, therefore, must be democratic leaders, a specie vastly different from the overbearing, intolerant headmasters who molded schools so similar to their own images that when the images ceased to live, so did the schools. Samuel Drury, current with his day, painted a portrait of this new breed of headmasters in the mid-1920's:

> He is busy asking for advice, listening to notions, suffering fools, accepting, rejecting, and always dreaming..Though usually

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[46] Ernst Barrett Chamberlain, Our Independent Schools, The Private School in American Education, (New York: American Book Co., 1944) p. 145

> he will pronounce joint judgements and set in motion decisions which are strong because they are corporate, he must not be bound by deliberate measures. 47

As in the case of facilitating instructional improvement, this decision-making behavior, then, is not limited to the solitude of an administrative office. It is, on the contrary, a behavior aimed at soliciting and harmonizing the participation and assistance of those affected by the school. It is the behavior whereby headmasters assist individuals to accept responsibility and authority for educational matters which directly influence their lives. It is, in short, developing decision-making skills in those affected by the decisions.

In discussing leadership styles, Otto Kraushaar compared headmasters of the past with those of today:

> Unlike the headmaster of old who knew what he wanted and who enjoyed the power to command, the modern head does not decide on a course of action by consulting his own intuitions and the advice of a few confidants; he is expected instead to canvass the opinions of interested constituencies, so that his role becomes that of a negotiator, mediator, balancer, and compromiser, instead of a charismatic leader whose word is law within his fiefdom. 48

Such a behavior is probably more time-consuming and possibly more frustrating than simply publishing edicts in the form of memoranda. The results, however, appear to be well worth the extra effort..

Francis Lloyd, regular writer for the Independent School Bulletin, discussed tongue in cheek the grand principle of the National Association of Professional Bureaucrats (NATAPROBU):

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47 Samuel Drury, op. cit., pp. 50-1
48 Otto Kraushaar, op. cit., p. 175

> 'When in charge, ponder. When in trouble, delegate. When in doubt, mumble.' Then refer the whole problem to a coordinating committee for review. [49]

Continuing, Francis Lloyd mentioned the creation of the Order of the Bird Award, a statue given to those who display "excellence in bureaucratic excess." [50] The first award went to an IRS official, Lloyd said:

> ..for his detailed memorandum outlining lengthy requirements for employee sideburns. Another recipient was a State Department analyst who wrote a foreign-policy paper on the 'qualitative quantitative interface'. [51]

Unfortunately Vice President Spiro Agnew declined the award "in all meiotic modesty". [52] Mr. Boren, founder of NATAPROBU, may run for the Presidency, however, in order to explain his views. An exemplary statement of his opinions, not unlike many headmasters' statements on directions in which their schools should go, went as follows:

> The economy, for instance, must be regulated in order to meet the proliferation standards of wage-price harmonics and monetary proficiency within the special contingencies of the corporate linkage with the anticipatory disparity of domestic portfolios. [53]

Unfortunately, the fictitious association, NATAPROBU, invented on paper by Francis Lloyd may be actually a half-truth - real characters in imaginary situations. Because the process of decision-making requires imput from a multitude of sources, confusion is an easy state to fall into and eager headmasters often issue incomprehensible statements

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49 Francis V. Lloyd, Jr., "An Apple For...", Independent School Bulletin, May, 1972, p. 33
50 ibid.
51 ibid.
52 ibid.
53 ibid.

similar to Mr. Boren's. One of the headmaster's major tasks, therefore, should be one of clarifying, harmonizing, and unifying opinion and sound judgement. After all, this is central to the decision-making process itself.

4. Educational Enthusiast

Being an educational enthusiast appears to be another necessity according to the literature. The following excerpt from a headmaster's diary embodies one aspect of this enthusiastic behavior:

> We won. We won mightily and superbly in the last minute of play in a very hard, close game. Everybody feels fine. It was fine. We are a grand school, no doubt about it. When we scored the winning touchdown I realized that I was embracing, and being embraced by, a middle-aged mother whom I do not know very well. It must have been an unseemly spectacle, yet it caused no comment among other bystanders, most of whom were either embracing or shouting like banshees..
>
> It is sad to think that the Chapel singing was unusually good; that virtue and other good cheer stride through our halls just because an inflated pigskin got shoved across a white line. It is all the more worrisome because the boys' willingness to admit they are a great school because they won a football game is grossly encouraged by the graduates. It places an entirely false premium on sports. But that forward pass was a beauty, and we won. 54

This enthusiasm, naturally, must go beyond the cheering at athletic events and the benevolent smiles in assembly, although these activities are certainly a manifestation of that enthusiasm. Headmasters today, in some ways similar to their ancestors in the old New England academies, must be able to inspire individuals towards the attainment of higher and higher goals. This ability to show enthusiasm, to reflect a sense of positiveness with regard to human development is another essential

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54 Frank D. Ashburn, op. cit., p. 153

quality of leadership. Dexter A. Strong discussed this enthusiasm as follows:

> The qualities of leadership that provide this inspiration are varied, elusive and rare. They have crackled around the greatest heads like lightening. Most of us have to be content with lower voltage. [55]

Another author described this same inspiring behavior in terms of faith:

> The faith that is in the headmaster is that confidence and inspiring ingredient which gets other men to work with him; parents who are discriminating to entrust their boys to the school; and boys to accept the school's rule. And usually the man who has it doesn't know that he has. Such good things can never result from mere self-confidence; that soon blows itself out. [56]

To be an educational enthusiast, then, headmasters must be enthusiastic about people. They must care for and respect individuals. Their schools must have a humanistic and humane climate where all those affected by the school feel a sense of belonging and importance.

One author described this task of encouraging an open, healthy climate as one of establishing and maintaining the school's "state of mind":

> A state of mind is the basis of every school. And the headmaster's special and sacred job, every day of his life, is to promote and nourish and maintain that state of mind. [57]

Clarifying this notion further, the same author wrote:

> The headmaster exists to promote a state of mind; he reproves, commends, loads with responsibility and lets alone his co-workers. His function is to create conditions in which teachers and pupils can make happy progress. [58]

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55 William Johnson, Editor, A Handbook for Independent School Operation, (Princeton, N.J.: D. Van Nostrand Co., Inc., 1961), pp. 54-5
56 P.J. McKeown, op. cit., pp. 72-3
57 Samuel Drury, op. cit., p. 50
58 ibid., p. 62

In essence, then, it is the headmaster's duty to breathe life and character into the educational body. He should elicit from individuals in the organization a sense of caring, love, and common purpose. He must be able to inspire the old teacher weary of a student's insolence, the trustee wary of any changes that might alter the school, and the high school principal reluctant to coordinate an educational venture. In short, his sense of dedication must be visible and acting in positive ways to unite and fulfill the needs of those who are affected by the school.

5. Communicator

In order to facilitate change, manage financial operations, coordinate corporate decisions, and exhibit enthusiasm, headmasters must also be communicators. To accomplish this, they must prowl, poke, search, and constantly chat. A good measure of listening will also help. This is not to say, however, that they should beat the bushes looking for heterogeneous groupings, comb the lavatories searching for smokers, or start rumors in the faculty lounge. On the contrary, their presence should be felt constructively throughout the school, especially if they are to promote the school's state of mind.

Dr. J.R. Darling made the following observation:

> Prowling is essential - but not in rubber-soled shoes - a headmaster who wears rubber-soled shoes deserves all he discovers and a chronic cough is a help. With this qualification, however, a headmaster must find time to be continually wandering, in order that he shall know and encourage what is going on, but also in order that he may notice and constructively observe. 59

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59 P.J. McKeown, op. cit., p. 64

Frank D. Ashburn touched upon this need to investigate and open communications lines when he spoke of the student population. He believed that, for example, mathematics teachers were only looking for mathematics brightness. By frequently visiting classes and chatting informally with the students, headmasters had the advantage of dealing with students as whole individuals, not just as mathematics students.[60] It logically follows, then, that headmasters should also investigate, confer, and maintain constant communication with the other publics affected by the school as well.

It is interesting to note that in 1926 one author wrote that headmasters dealt with only six groups. Each of these six groups was composed of individuals who had had direct experiences on that school campus; that is, the groups of community members and members of other schools were omitted. This is perhaps understandable if one recalls that many independent schools truly believed themselves to be their own educational and social communities. Contact outside of the school therefore, was unnecessary.[61]

This same author, however, had enough foresight to see the direction in which independent schools would have to go:

> Hence, a headmaster, if he is to promote that state of mind which <u>is</u> the school,..must be specifically free to go observing, conferring, imparting. He goes in order to become a better worker.[62]

Further along, the author wished nearly half a century ago that the following situation would evolve:

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60 the author recommends to the reader Frank D. Ashburn, op. cit., as a comprehensive and entertaining reference source.

61 see Samuel Drury, op. cit., pp. 57-61

62 Samuel Drury, op. cit., p. 52

> Perhaps in the next half century we in America will come to believe that our educators have duties outside the school, and that schools are benefited by the public contacts of their leaders. At present we are in a timid and parochial stage. [63]

This age of reluctance and self-containment has undoubtedly passed and the author's premonition is now a reality. Headmasters today, perhaps originally due to the fund raising activities, have direct contacts with publics outside of those continuously involved in school affairs. To maintain constant interaction between the headmaster and the various publics and to enhance that communication, headmasters will need to understand group interaction, public relations, and communications theory. In short, they will need to know how to open and keep open lines of communication that, if left closed, could strangle the schools' effectiveness. [64]

6. Evaluator

Finally, headmasters should know how to evaluate. Because leadership can be defined as a goal-seeking behavior, it follows that part of this goal-seeking must also be goal-evaluating. Goals which are merely restated in a yearly prophetic, sentimental address at commencement are descriptions of a philosophical stance that the school embraces. They are usually not, however, attainable goals.

In addition to aiding the school community participate, unite, and direct themselves, headmasters will find it imperative to state goals in measurable, quantifiable terms. Otherwise, it will be impossible

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63 ibid., p. 53

64 the author highly recommends Gordon McCloskey, Education and Public Understanding, (New York: Harper & Row, Publishers, 1967) for an excellent analysis of communications theory and practice.

to determine whether or not the goals were achieved and where the means to achieve those goals fell short of expectation.

Evaluation, furthermore, is not simply a final stage in the process of assessment. It is, in fact, a pre-stage to the establishment of new or revised goals. In actuality, then, the process of goal setting, determining the means, and evaluating is a cyclical process which terminates only when the goals have been achieved to the complete satisfaction of those affected.

Maurice Gibbons described this need to evaluate as a necessary function of experimentation:

> A school that is not experimenting is educationally dead. A school that experiments without careful planning that involves all faculty (and students?) associated with the project is wasteful of time and effort. Experimentation that does not involve day-to-day and week-to-week assessment and change is constipated. Experimentation that does not involve evaluation of the program's success is mute. [65]

Crucial to this need to change, adapt, and revise is the necessity to evaluate. The headmaster, as the individual who has an overall understanding of the school's goals, should initiate the evaluation process through the direct involvement of the various school groups. His function is not to judge or reprimand but to contribute to an objective assessment of the school's goals which were mutually determined on a corporate basis.

Maurice Brown listed six general questions which should be on all headmasters' minds:

> 1. Do you find it easier to get people for your staff than most other schools - is your school recognized as 'a good place to work in'?

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[65] Maurice Gibbons, op. cit., p. 28

2. Can you afford to be completely honest with your Council?
3. Is there an absence, or low level, of jockeying and intrigue among your staff, and are you sure that you know what that level is?
4. Is your staff reasonably receptive to change?
5. Has the school a reputation with other schools, with parents, with universities, and with pupils of being co-operative, reasonable, and tough?
6. Do you sometimes ask yourself not how well we are doing this or that, but what we are doing at all which would bring us nearer fulfilling our real function? 66

Although these six questions are fairly general and relate primarily to the assessment of morale and open climate, they are a good place to start. However, as the school's "real function" varies from school to school, more specific questions regarding the individual school's goals will naturally be needed. It is the headmaster of each school who should ask the first question.

D. Summary of the Literature

In conculsion, the literature dealing with descriptions of headmasters points to certain personal characteristics and leadership qualities which they should possess. They should have certain basic managerial skills and feel a strong desire and dedication to the educational process and to individual needs.

Mere possession of these qualities, skills, and desires, however, is insufficient. As a school is a social organization composed of human needs, aspirations, and fears, a headmaster will need to work with and through people. He must be capable of translating these qualities, skills, and desires into constructive action aimed at the betterment of the school and of its members. He should therefore

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66 P.J. McKeown, op. cit., p. 80

understand the individuality of each group affected by the school; that is, the students, faculty, staff, parents, trustees, alumni, community members, and members of other schools.

Finally, to complement the necessary personal characteristics and the understanding of the various school publics, headmasters should be capable of wearing six different hats - that of the change facilitator, financial manager, decision coordinator, educational enthusiast, communicator, and evaluator.

Such is the portrait of a headmaster according to the literature. Supposedly, those individuals who possess the personal attributes, professional abilities, and share these skills and feelings with eight particular publics, are what one calls "headmasters". For a different perspective, however, attention is now turned to comments made by headmasters themselves.

PART II - HEADMASTERS: IN PRACTICE

One cannot help wondering if there is any difference between what the literature describes in terms of headmasters and what the headmasters think themselves. The only way to determine what the headmasters think themselves is to contact them directly. To accomplish this, a questionnaire was designed and sent to a selected group of independent school headmasters.

A. Purpose and Design

The purpose of the questionnaire was to gather some measurable data on headmasters. Similar to the way in which Part I was divided, the questionnaire was aimed at measuring both the personal and the professional requirements of the position as related to the headmasters' associations with the various publics discussed in Part I of this report.

Part II of the questionnaire asked for certain demographic characteristics. In addition, headmasters were asked to complete this statement, "Headmasters are best thought of as being.." Finally, headmasters were asked to rank certain experiences in terms of their importance in preparing these individuals for their roles as headmasters.[67]

B. Sample

To restrict the sample to a manageable number, the criteria below

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67 see Appendix I for a copy of this questionnaire

were applied to the selection of headmasters:

1. All schools were located in New England (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut).[68]
2. All schools were either day schools or day and boarding schools. None were strictly boarding schools.
3. All schools were coeducational.
4. All schools were secondary education level schools or had secondary students.
5. All schools were established on or before 1899.

With the above criteria, thirty-nine schools qualified to be sent questionnaires. One school, however, indicated that it was not coeducational thereby reducing the roster to thirty-eight independent schools.

C. Procedure

The questionnaire was revised several times before mailed. Input into the wording and format came from a University of Virginia Professor in the School of Education and from a headmaster of a nearby secondary, coeducational day school, as well as from the author himself.

To add legitimacy to the study, University of Virginia School of Education, Dean's Office letterhead was used for a cover letter which was signed by the author and a University of Virginia School of Education Professor. In addition, all costs of the project were paid by the University of Virginia School of Education, specifically the Consultative Resource Center on School Integration.

A first group of questionnaires was mailed with a cover letter and a self-addressed, stamped envelope on March 8, 1973.[69]

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68 see Appendix II for a list of the schools used in this study.
69 see Appendix III for a copy of this letter.

A deadline of March 20 was emphasized. At the deadline, however, only fifty-three percent of the questionnaires had been returned. A second letter was therefore drafted, signed again by the author and a University Professor, and mailed with questionnaires and self-addressed, stamped envelopes on March 26, 1973 to the thirty-eight headmasters.[70] A second deadline of April 10, 1973 was indicated. At the second deadline, seventy-four percent of the questionnaires had been returned, and by the end of April, seventy-nine percent of the questionnaires had been returned. This study is therefore based on thirty questionnaires returned out of thirty-eight.

D. Findings

1. Part I of Questionnaire

Part I of the questionnaire consisted of a list of nineteen short phrases each using a verb in its present participle. Headmasters were asked by each phrase to indicate on a scale from one to five (from never to frequently) the frequency with which they actually performed these activities and the frequency with which they ideally preferred to perform these activities. The headmasters responses are displayed as follows in Figures 1 - 19. Note that solid lines on the graphs mark the actual frequency with which headmasters perform the activities; dotted lines mark the ideal or desired frequency. Also note that the numbers one through five on the horizontal axes correspond with never, rarely, sometimes, often, and frequently, respectively. The numbers one through twenty on the vertical axes

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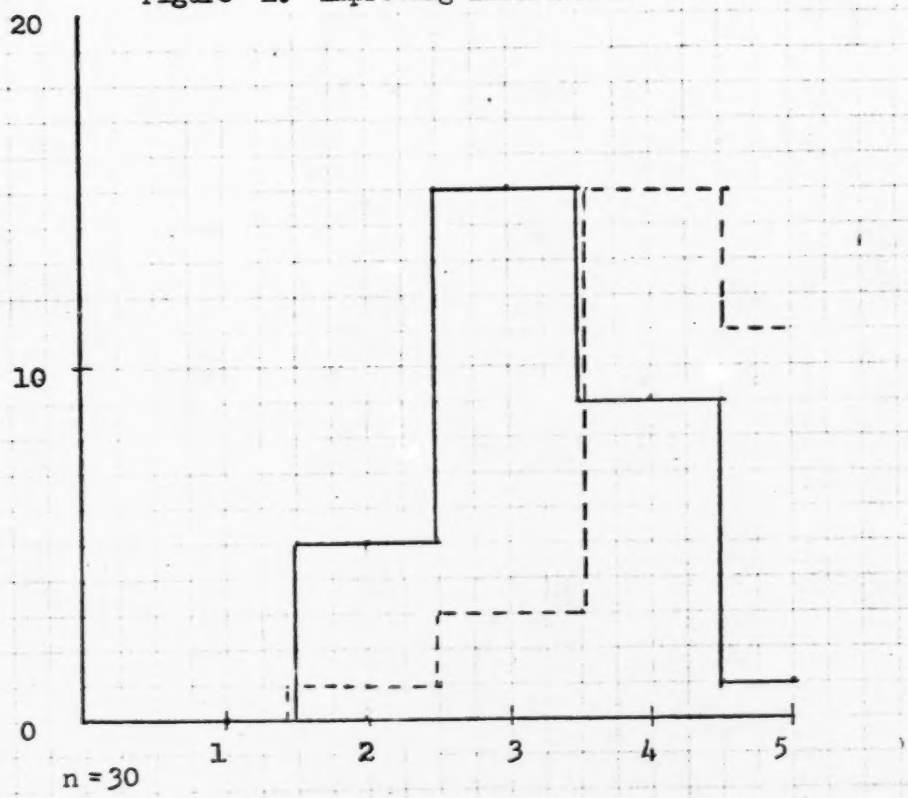
[70] see Appendix IV for a copy of this letter.

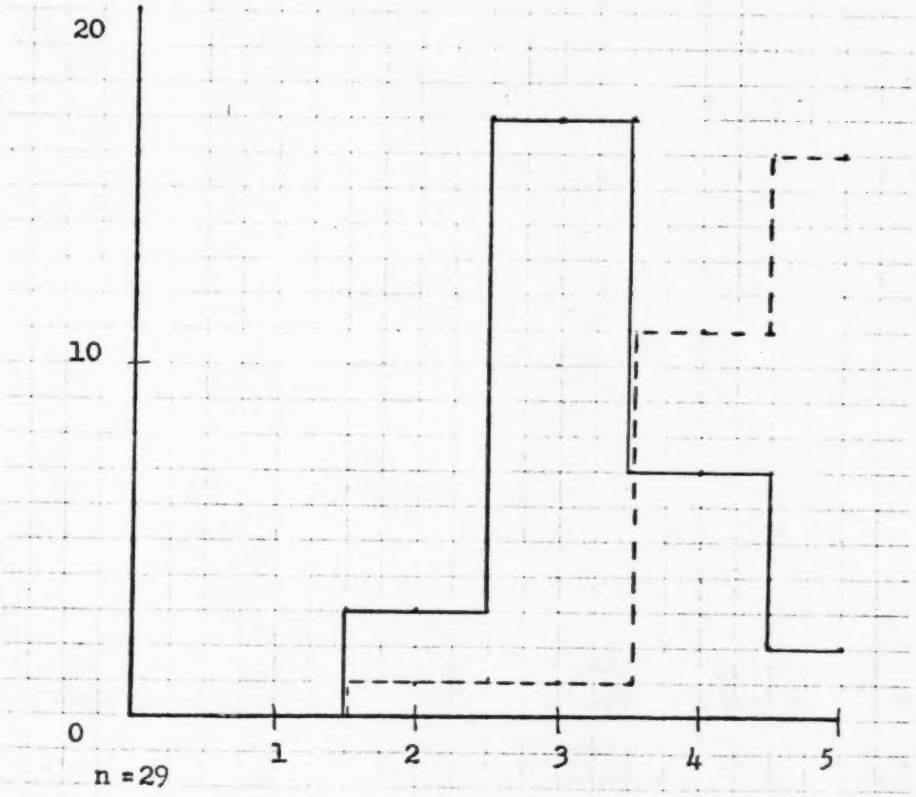
correspond with the frequency of response, in other words, the number of headmasters who answered the item the same way. Small letter "n" stands for the total number of respondents for each item. This was necessary as not all thirty headmasters answered each item.

Figure 1. Improving Instruction



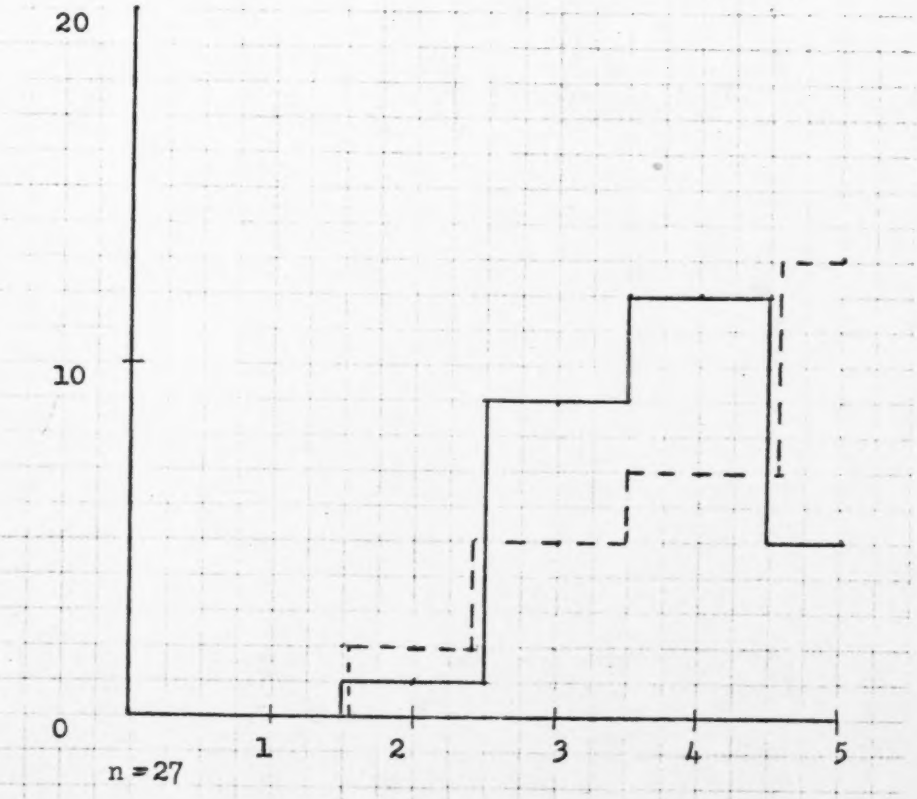
Responses imply that these headmasters feel that improving instruction is an extremely important activity which deserves more attention. Whereas many of them sometimes perform this function in actuality, many ideally would prefer to perform this function often or frequently.

Figure 2. Evaluating



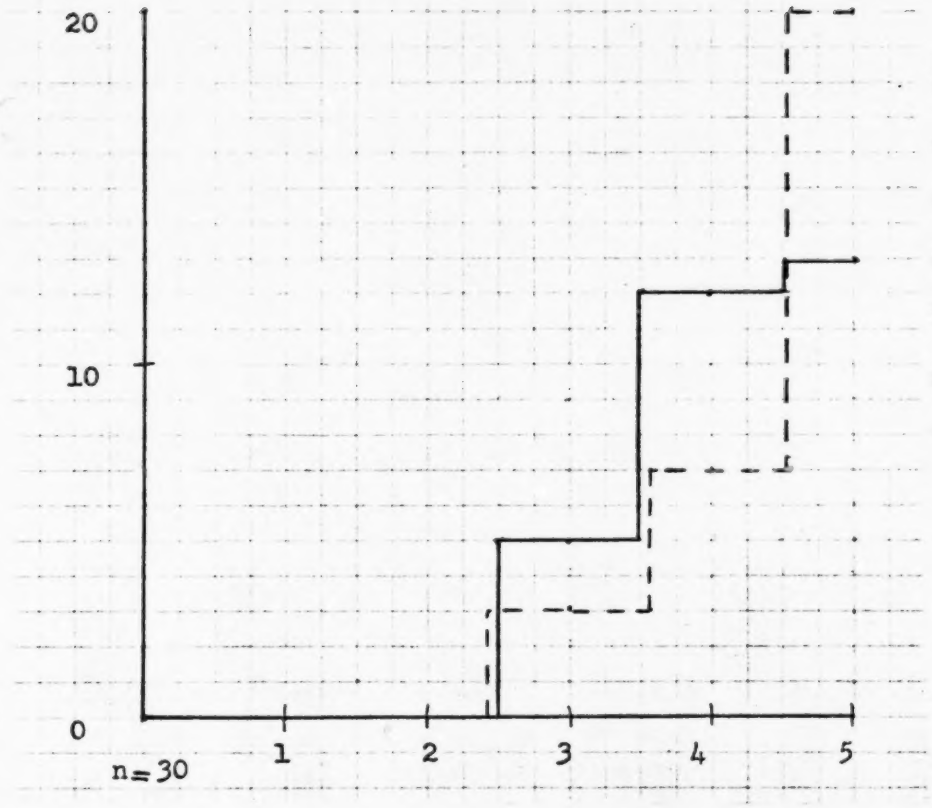
Responses imply that these headmasters sometimes evaluate in practice. Ideally, however, many claimed they would prefer to evaluate often if not frequently.

Figure 3. Meeting Staff Needs



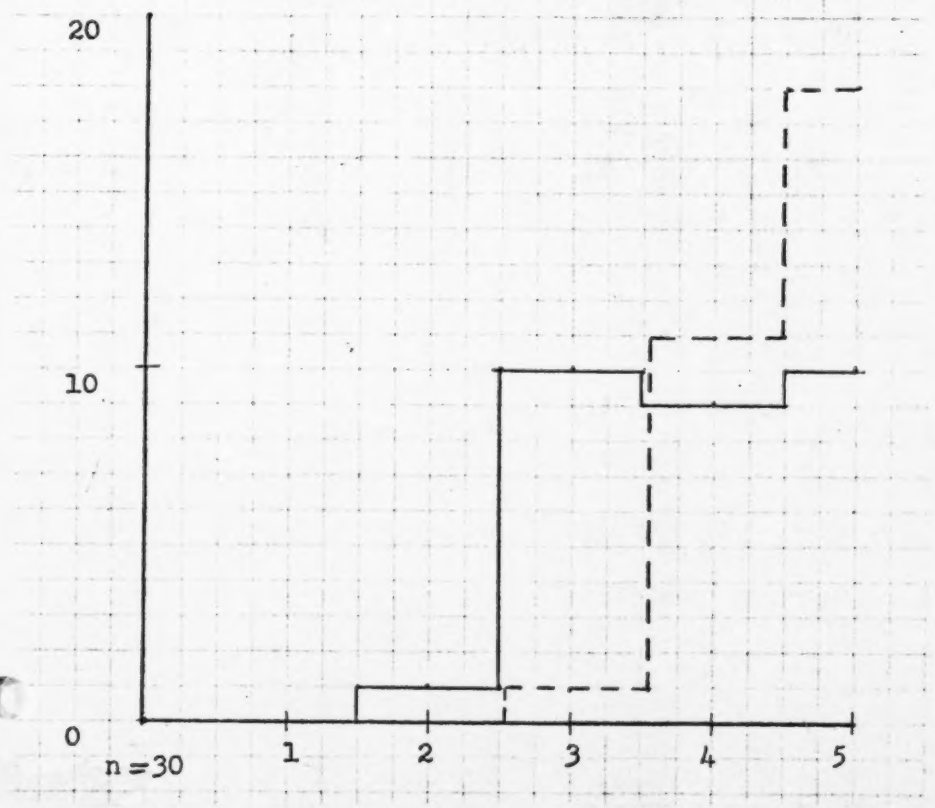
Responses may indicate that although these headmasters spend a fair amount of time meeting staff needs, more time is desired.

Figure 4. Conferring with Faculty



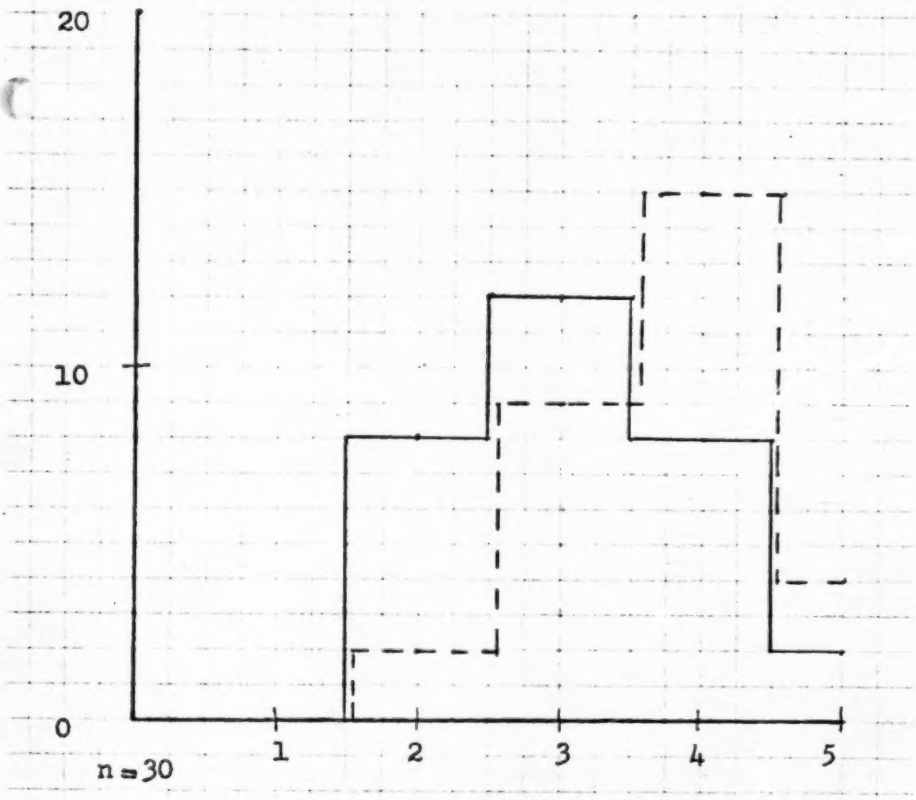
Most headmasters surveyed indicated that they spend considerable time conferring with faculty members. Despite this, they indicated a desire to spend even more time with teachers.

Figure 5. Conferring with Students



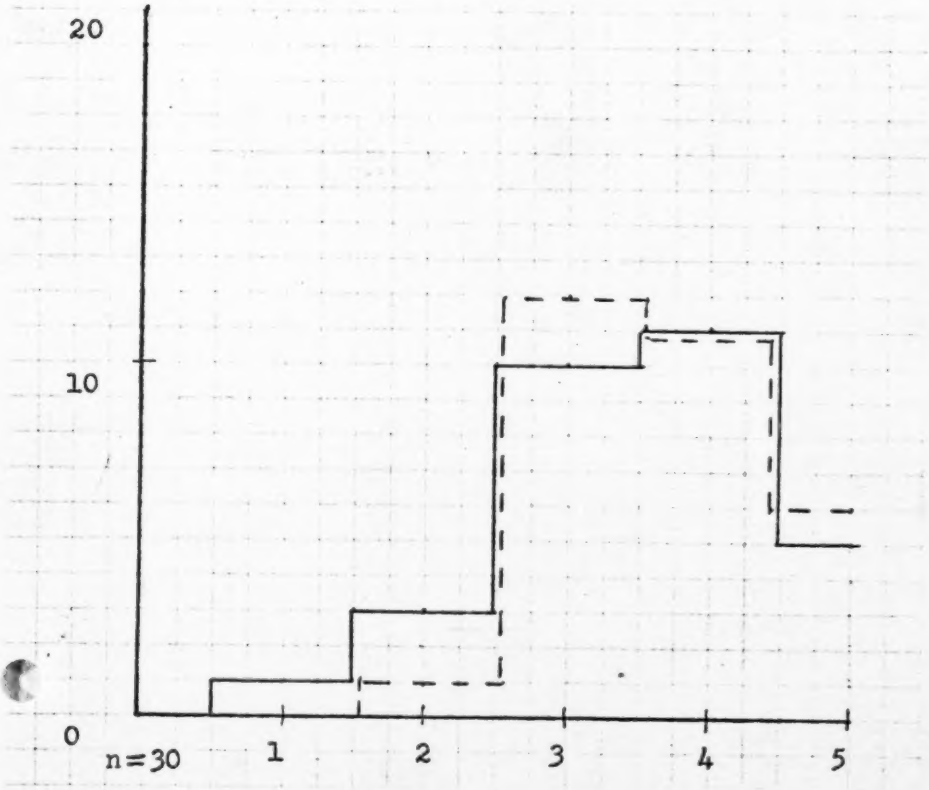
Although responses imply that these headmasters do not spend nearly as much time with students as they do with faculty, the headmasters would ideally prefer to spend as much time with students as they ideally prefer to spend with faculty.

Figure 6. Conferring with Parents



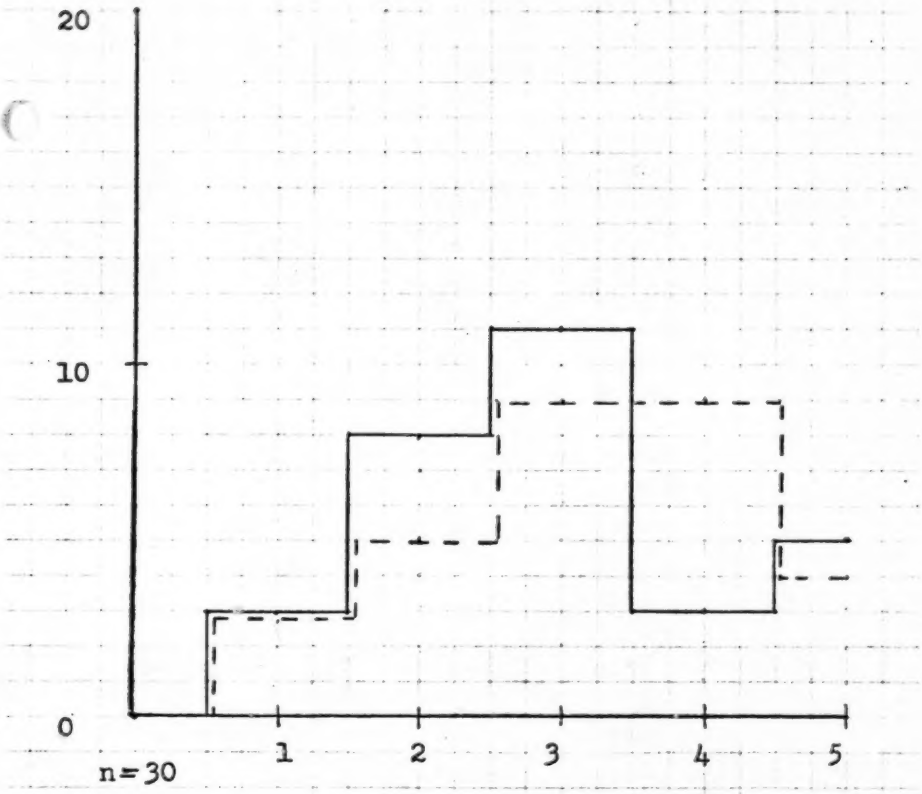
Responses imply that these headmasters confer with parents - sometimes. Responses also imply, however, that they would like to spend more time with parents, although comparatively more time should be spent with faculty and students.

Figure 7. Conferring with Trustees



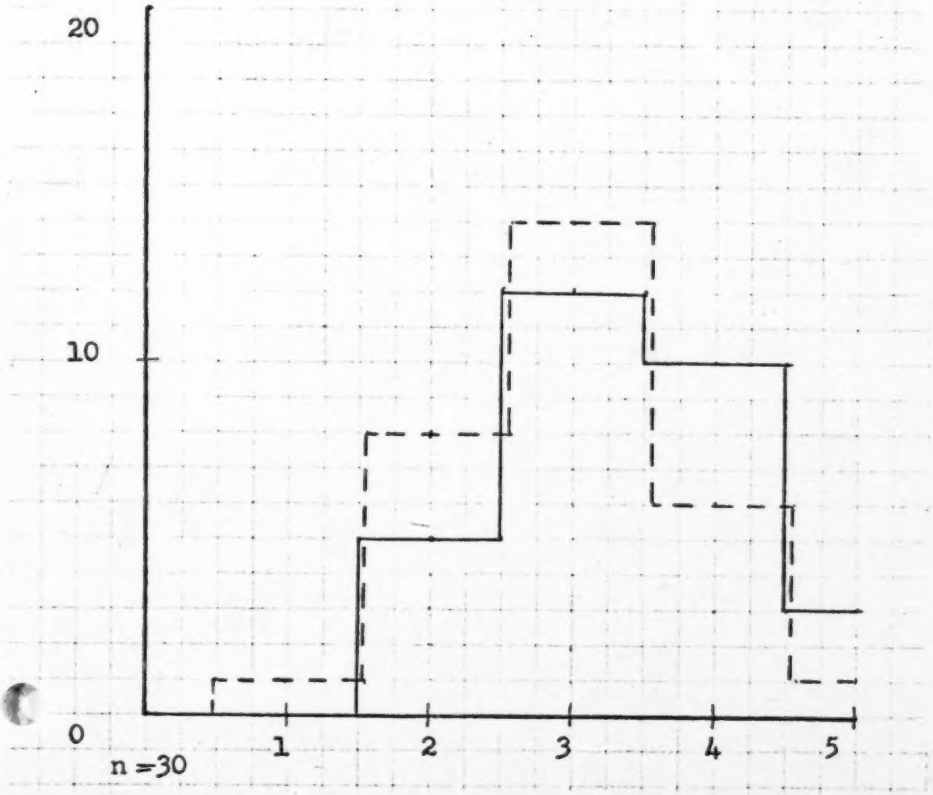
Responses imply that headmasters often confer with trustees. Interestingly enough, these headmasters appear to be satisfied with the amount of time spent with trustees.

Figure 8. Fund Raising



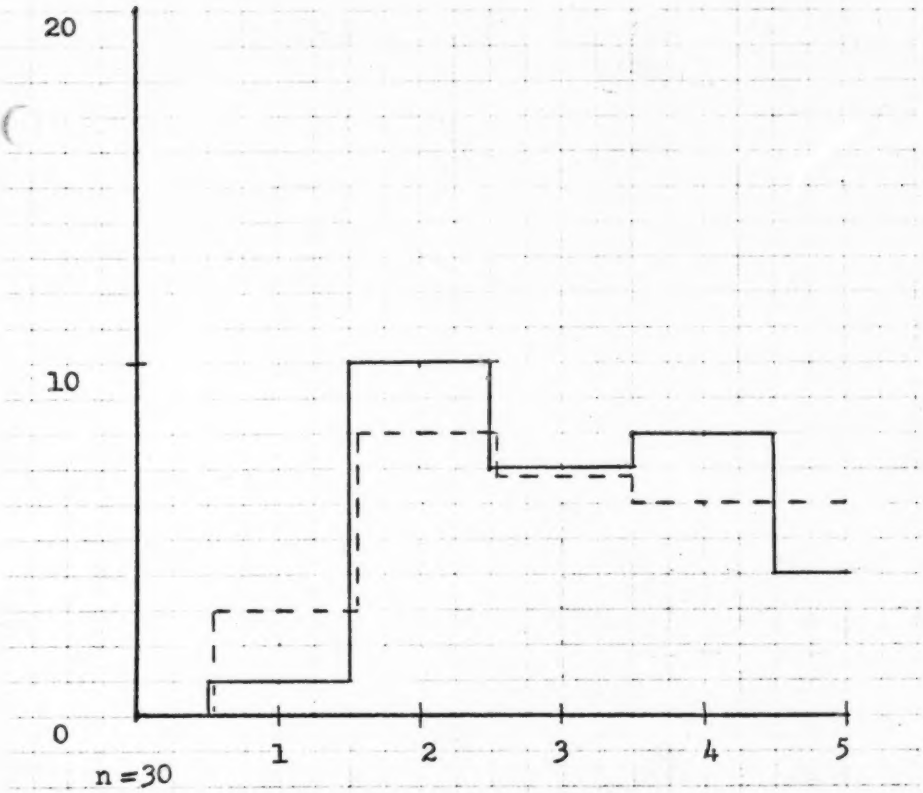
The headmasters indicated by their responses that they sometimes or rarely spend time fund raising. they would prefer, however, to spend slightly more time performing this activity.

Figure 9. Managing Overall Finances



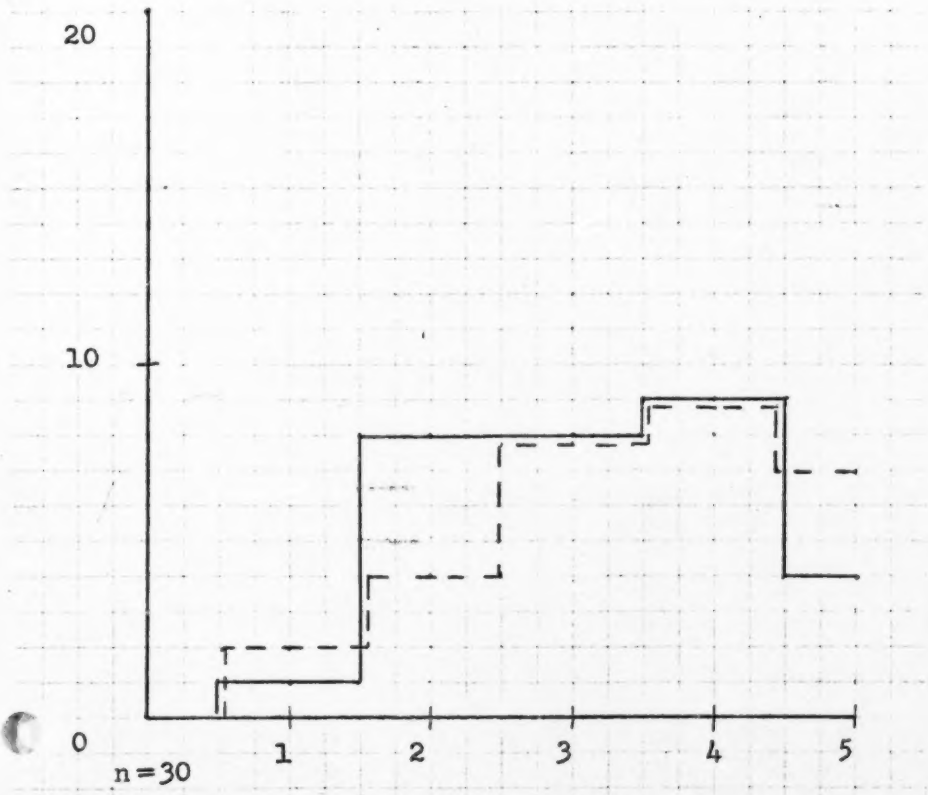
Responses imply that these headmasters sometimes manage the overall finances of their schools. In addition, they appear to be content with the amount of time spent performing this activity.

Figure 10. Recruiting Students



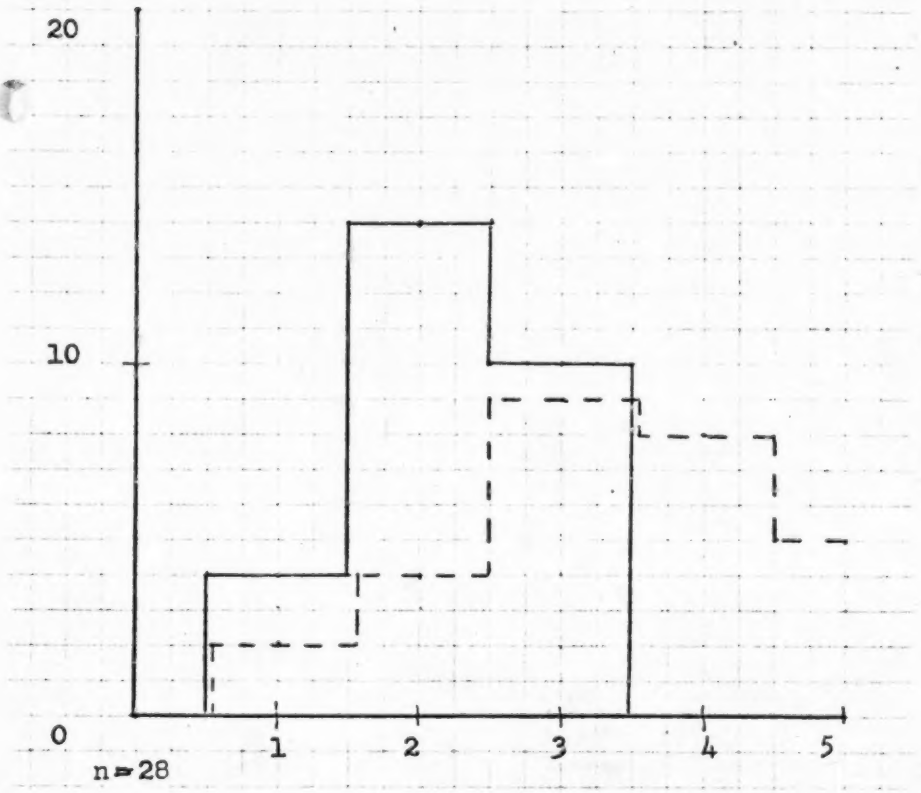
Responses to this item vary between rarely, sometimes, and often. The graph does imply, however, that these headmasters are satisfied with the amount of time they spend recruiting students.

Figure 11. Developing Public Relations



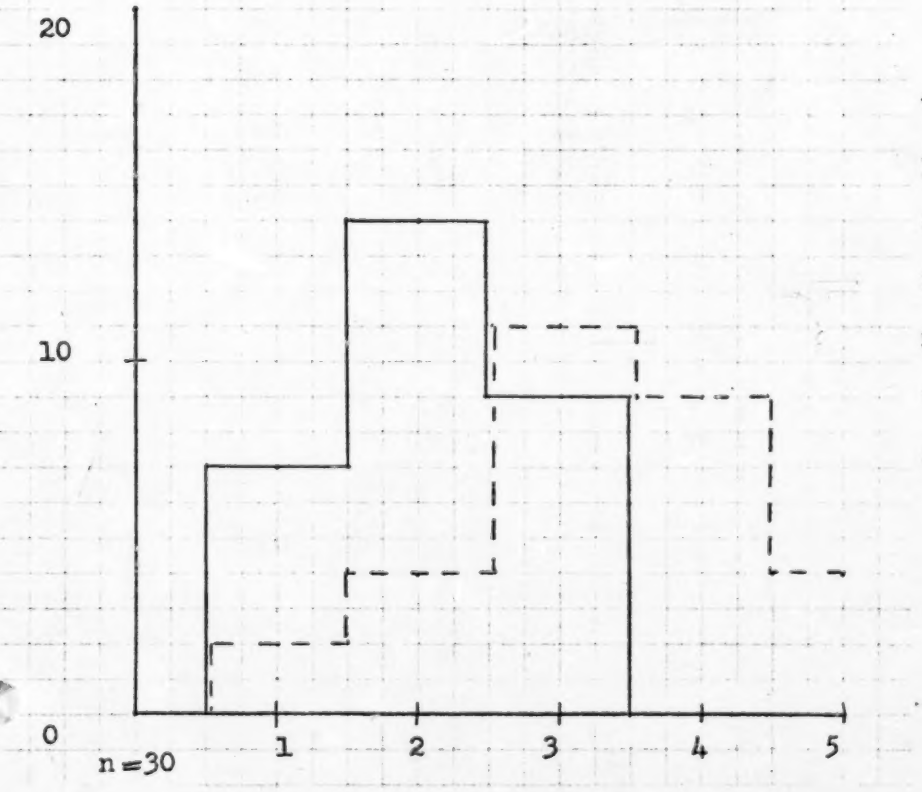
Again responses vary between rarely, sometimes, and often. Likewise, these headmasters appear to be fairly satisfied with the amount of time they spend developing public relations.

Figure 12. Arranging for In-Service Education



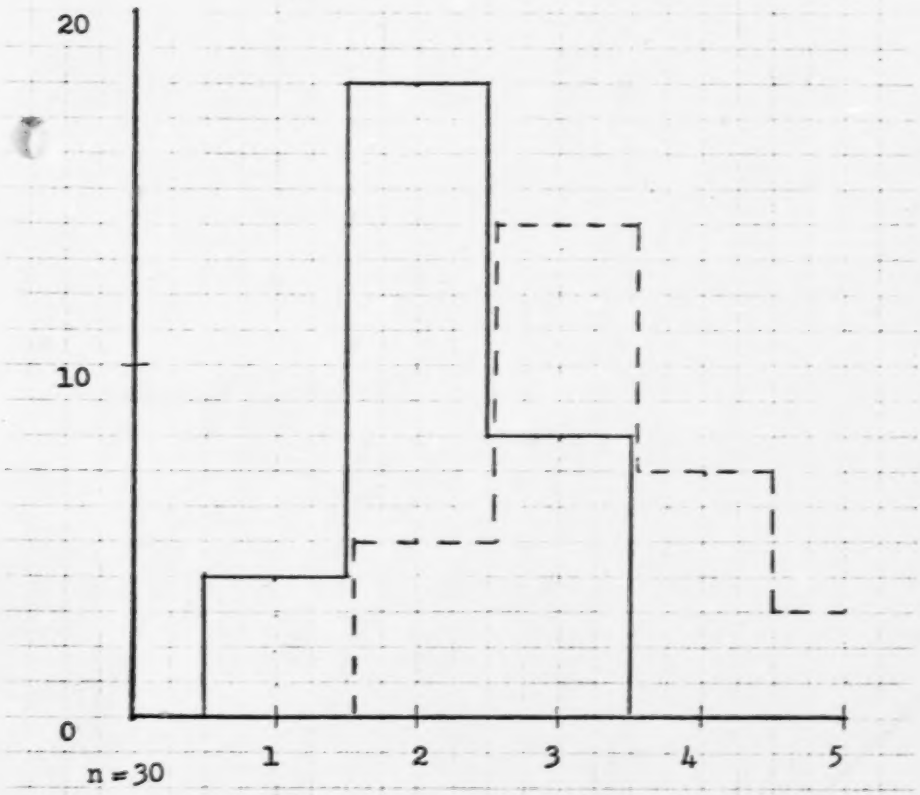
Responses imply that these headmasters rarely, perhaps sometimes, arrange for in-service education. Ideally, however, these headmasters would prefer to spend more time performing this activity.

Figure 13. Visiting Classrooms



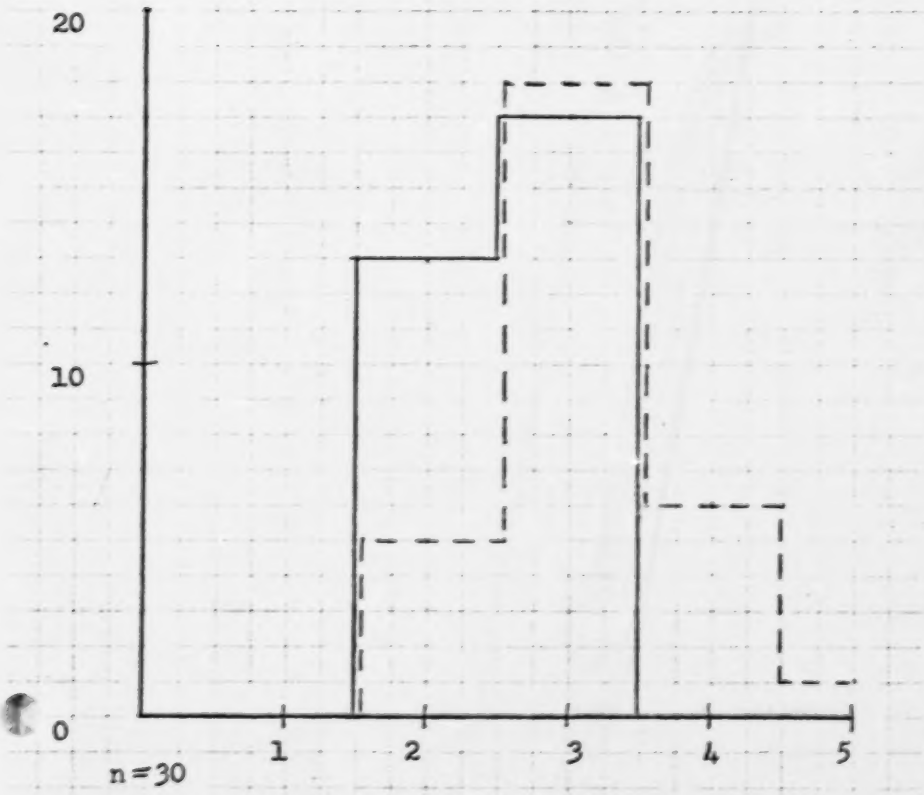
Responses imply that these headmasters rarely, perhaps sometimes, visit the classrooms. The graph does imply, however, that headmasters would prefer to visit classrooms more often.

Figure 14. Visiting Other Schools



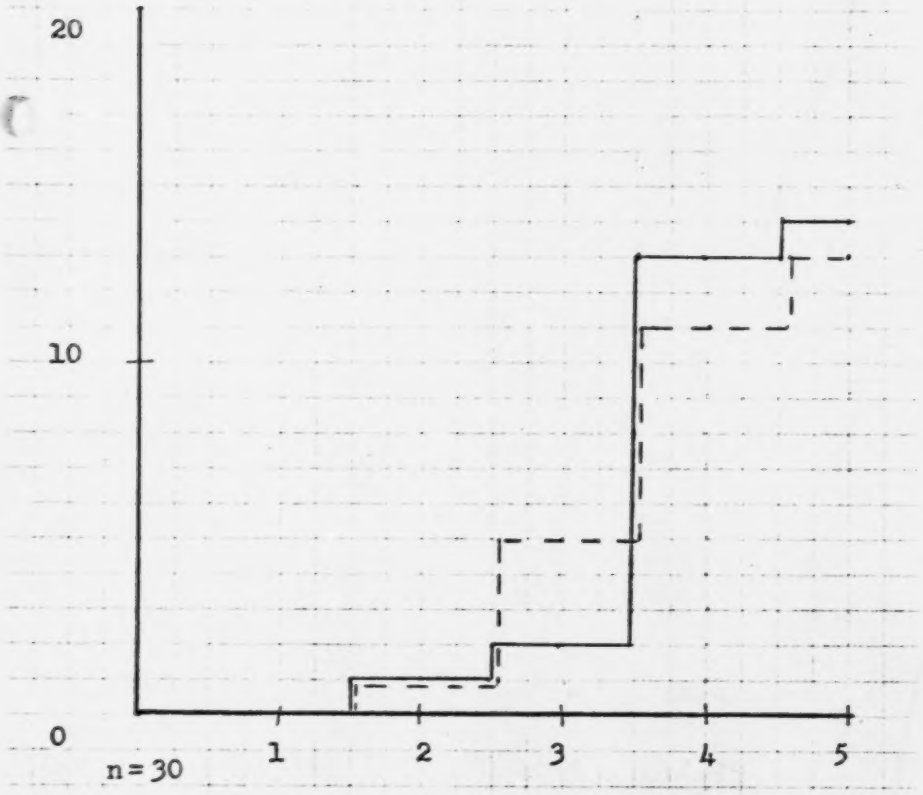
By and large, responses imply that these headmasters rarely visit other schools. They would, however, prefer to do slightly more of this activity.

Figure 15. Attending Professional Conferences



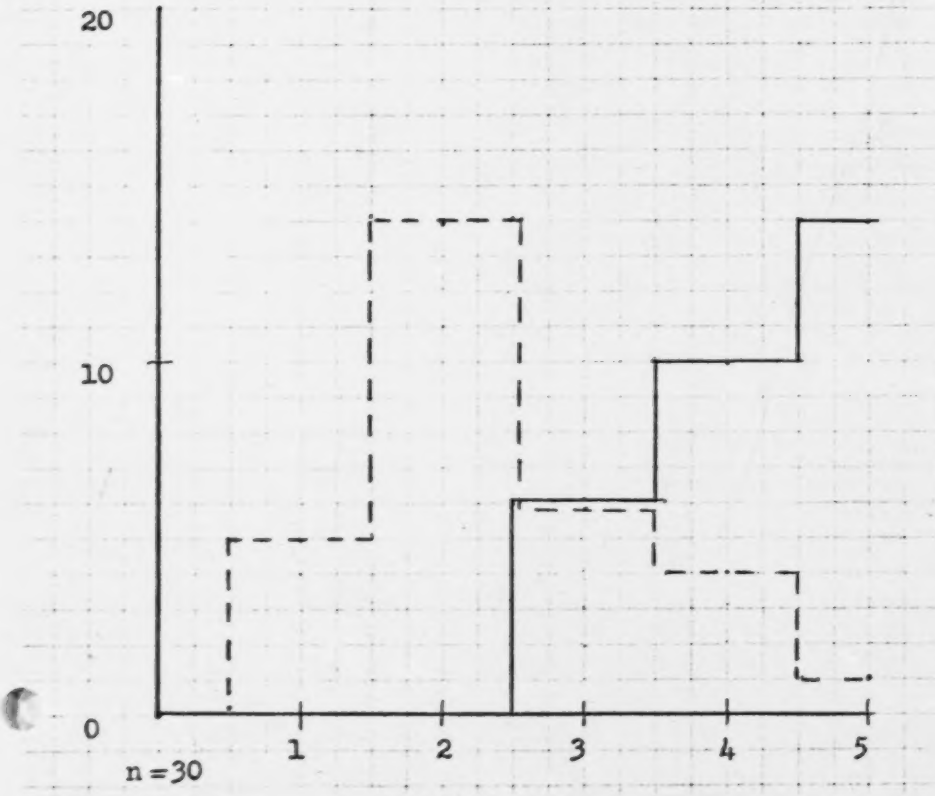
Responses imply that these headmasters sometimes, perhaps rarely, attend professional conferences. A few headmasters implied a desire to attend more.

Figure 16. Policy Making



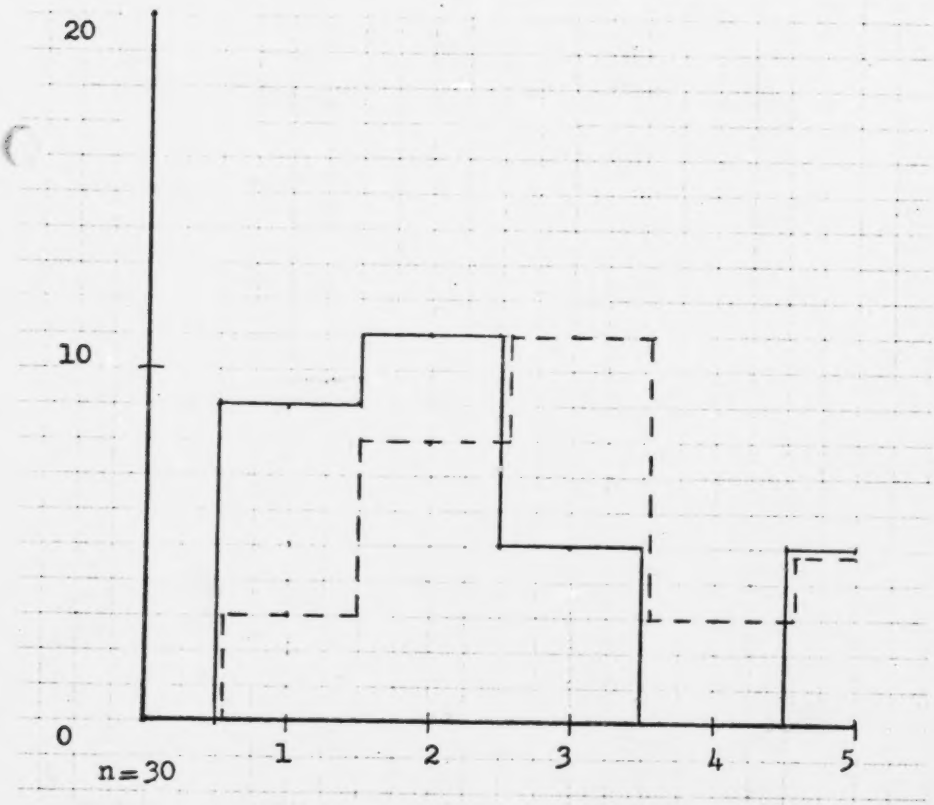
The graph implies that these headmasters spend a considerable amount of time policy making. Furthermore, the graph suggests that headmasters are satisfied with the amount of time spent in this activity.

Figure 17. Performing Routine Odds and Ends



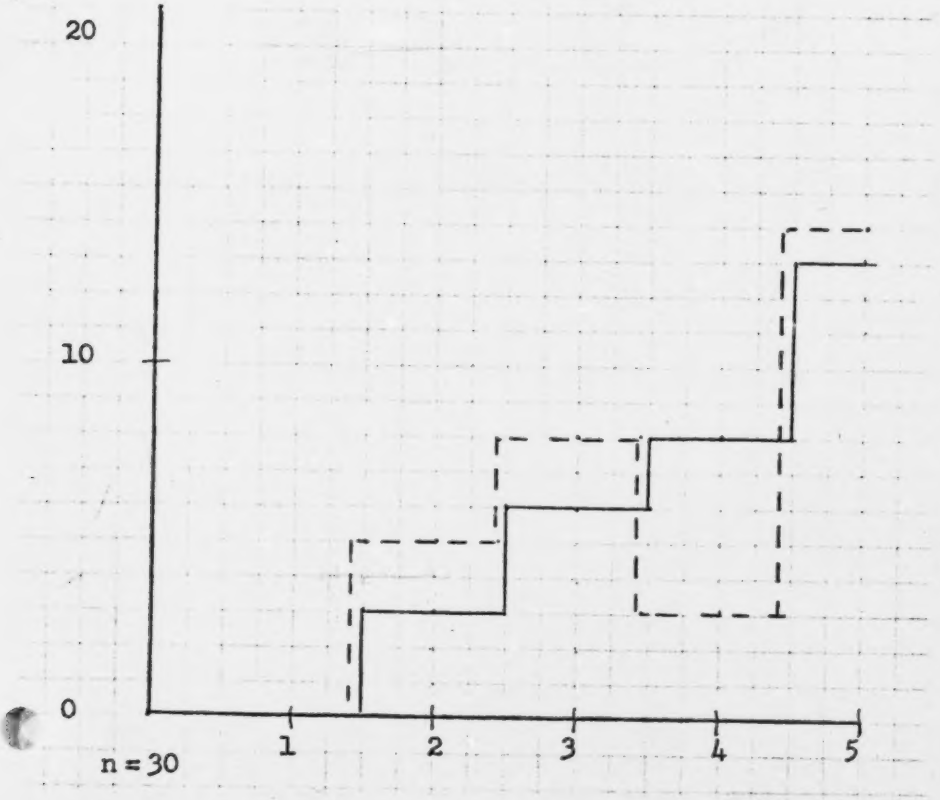
The graph implies that these headmasters also spend a considerable amount of time performing administrative tidbits. Naturally, they prefer to do much less of this activity.

Figure 18. Teaching in a Classroom



Responses imply that most headmasters surveyed rarely teach in a classroom. The graph further implies, however, that these headmasters would like to do more teaching.

Figure 19. Hiring New Personnel



The graph implies that many of these headmasters are actively involved with hiring new personnel. Responses further imply, however, that these headmasters are fairly satisfied with the amount of time spent performing this activity.

Generally then, these graphs imply that these headmasters would like to spend more time than they actually do in certain activities which appear to be top priority, i.e. improving instruction, evaluating, meeting staff needs, and conferring with faculty, students, and parents. They appear to be satisfied with the amount of time spent in conferring with trustees, managing overall finances, recruiting students, developing public relations, policy making, and hiring new personnel. Of these latter activities, only policy making and hiring new personnel appear to be top priority functions.

Therefore, the professional roles outlined in Part I of this report which headmasters may desire to perform more often than they actually do might be those of the change facilitator, communicator, and evaluator. Furthermore, the graphs suggest that these headmasters appear to be satisfied with their roles as financial managers and decision co-ordinators. Unfortunately, the graphs have relatively insignificant implication for the role of educational enthusiast.

Item 20 of Part I was an open item; that is, headmasters were free to list any activity they thought important. Four of the thirty did.

One indicated a desire to spend slightly more time in alumni affairs. One expressed a desire to spend more time "looking ahead". Another wished to take more time off and a fourth wrote he wished to spend less time completing questionnaires.

2. Part II of Questionnaire

a. Part II, A.

Part II was designed to obtain demographic data relevant to the group of headmasters. Self-explanitory statistics are pictured below in Tables 1 - 14:

Table 1.

My sex is	
29	male
1	female

Table 2.

My race is	
30	Caucasian
0	Negro
0	Indian
0	Oriental
0	Other

Table 3.

My age is	
0	26 or younger
1	27-30
2	31-35
10	36-40
5	41-45
4	46-50
3	51-55
5	56-60
0	61 or over

Table 4.

My level of educational preparation is	
0	Bachelor's Degree
4	Beyond a Bachelor's
11	Master's Degree
11	Beyond a Master's
4	Doctorate
0	Post-Doctorate

Table 5.

My undergraduate degree major was in	
13	Citizenship (e.g. History)
10	Language Arts (e.g. English)
1	Relational Thinking (e.g. Math)
4	Objective Thinking (e.g. Science)
0	Aesthetics
0	Motor Development
1	Other (Psychology)
1	No Answer

Table 6.

My last graduate degree major was in

11	Education
1	Law
0	Business
0	Medicine
16	Arts & Sciences
0	other
2	No Answer

Table 7.

I have been a private school administrator for

7	1-3 years
7	4-6 years
3	7-10 years
6	11-15 years
7	16 years or more

Table 8.

I am

26	married
4	single
0	divorced
0	separated
0	widowed

Table 9.

I have the following number of children

3	0*
1	1
7	2
11	3
4	4
3	5
1	6 or more

* Please note that four headmasters claimed celibacy; yet only three claimed having no children

Table 10.

My present salary is

0	$10,999 or less
3	$11,000 - $13,999
5	$14,000 - $16,999
5	$17,000 - $19,999
10	$20,000 - $23,999
4	$24,000 - $29,999
3	$30,000 - $37,999
0	$38,000 - $49,999
0	$50,000 or more

Table 11.

How I obtained present position*

18	called upon by trustees
1	registered with employment agency
7	referred by friends of the school
7	promoted from within the school
0	other

* Three headmasters answered twice

Table 12.

Father's Primary Occupation*	
3	Teacher
4	Educational Administrator
2	Lawyer
4	Doctor
0	Clergy
12	Business
3	Farmer
3	other (1 YMCA secretary, 1 dentist, 1 truck driver)

* One headmaster answered twice

Table 13.

Mother's Primary Occupation	
4	Teacher
0	Educational Administrator
0	Lawyer
0	Doctor
0	Clergy
2	Business
0	Farmer
21	other (housewife)
3	No Answer

Table 14.

The size of my school is	
0	1-49
0	50-99
3	100-149
7	150-199
5	200-249
6	250-299
2	300-349
1	350-399
1	400-499
2	500-599
3	600 or more

Table 15.

The age of my school is	
2	70-79 years
5	80-89 years
3	90-99 years
3	100-124 years
6	125-149 years
6	150-174 years
4	175-199 years
1	200-224 years
0	225 or more

Pictured below in Tables 16 - 21 are results which merit a brief statement:

Table 16.

My undergraduate degree is from	
2	a state university
1	a state college
14	a private university
12	a private college
0	other
1	No Answer

It is obvious from Table 16 that most of these headmasters are independent school oriented as most of them attended private educational institutions.

Table 17.

I was a public school administrator for	
21	0 years
0	1-3 years
1	4-6 years
2	7-10 years
0	11-15 years
0	16 or more years
6	No Answer

Not only, however, were most of these headmasters educated in private institutions, but most of them remained in the private sector. In this group, there are few headmasters who have had any professional or educational relationship with public education.

Table 18.

My undergraduate school is in	
20	New England
6	Middle Atlantic
2	South
1	Mid or South West
0	West Coast
0	Outside U.S.
1	No Answer

Table 19.

My latest graduate degree is from a school in	
19	New England
4	Middle Atlantic
2	South
1	Mid or South West
0	West Coast
1	Outside U.S.
3	No Answer

Furthermore, in addition to having relatively little association with public education, Tables 18 and 19 imply that most headmasters have stayed in their own home territory.

Table 20.

I have been a classroom teacher for	
0	0 years
2	1-3 years
7	4-6 years
7	7-10 years
10	11-15 years
4	16 years or more

Although this indicates that all these headmasters have had classroom teaching experience, it is interesting to note that they did not rate teaching in a classroom in Part I of the questionnaire as an activity which they either did very often or wished to do very often.

Table 21.

Which is the best expression to identify the nonpublic school?*

1	private school
1	preparatory school
26	independent school
2	nonpublic school
0	other
1	No Answer

*One headmaster answered twice

It is important to note that most headmasters surveyed prefer their schools to be called "independent" schools. Throughout this report, however, the reader will notice the expression "private" school in many of the quotations cited.

b. Part II. B.

The second part of Part II of the questionnaire asked headmasters to complete a sentence. The sentence and the responses are listed below. The reader will notice the diversity of responses ranging from "facilitators" and "catalysts" to "captains" who are "absolutely responsible", a full spectrum which may in some cases correspond with the range between what the literature refers to as collegiate, pluralistic, democratic leadership on the one hand, and traditional, bureaucratic, authoritarian administration on the other.

Headmasters are best thought of as being:

> Calalysts for the stimulation of sensitive teaching and as creators of the most stimulating learning environment for the students.

Catalysts to the learning process (though this analogy is imperfect since Headmasters should be subject to constructive change)
An individual who provides the best possible setting in which young people can grow
Facilitators
Head Masters (Ideally, Chief among Piers) the "Faculty" - "Administration" categorization is destructive to all in a school
Hard working, compassionate, frustrated, caring men of faith
Doers and dreamers, listeners and meditators, diplomats, organizers and lovers of kids
Educational Administrators with abilities and skills to work affectively with students, faculty, and parents
Wise and sympathetic men who try to be all things to all people, fail, but keep trying
The person to see for help if you are students, parents, janitor, or trustees
All things to all people (three headmasters wrote this response)
Budget managers who do a bit of educating
Innovative educators who are practical and realistic, concerned with the total environment of the school and at the same time aware of the financial condition
Educated, successful businessmen
Captains of a ship
Sensitive to and with good judgement of persons of all ages
A headmaster is the man who is ultimately responsible for the well-being of the school
Absolutely responsible for "the state" of their schools and fundamental to the "image" it projects
Awesome creatures mightier than Louis XIV and just below God
Educational administrators
Fatherly, wise, farseeing, determinors of school policy
Educators with a sound background in education and career guidance, good business heads, and unlimited energy
Super human

Five headmasters did not respond to this item.

c. Part II. C.

The last section of Part II of the questionnaire asked headmasters to rank from least to most certain items in terms of their helpfulness in preparing them for their roles as headmasters. Seven items were written in and an "other" catagory was included. Thus, respondents

were asked to rate the items on a scale from one (least) to eight (most). Averages were computed for each of the items and the results are displayed below in Table 22. Note that the first item was ranked the least important, the second item the second least important, etc.

Table 22.

How beneficial were the following in terms of preparing you for your role as a headmaster?

2.86	General Graduate Experience
3.46	Undergraduate Courses in a Specific Area
3.69	Graduate Courses in a Specific Area
4.52	General Undergraduate Experience
5.04	Previous Experience as a Teacher
5.92	Previous Experience in a Noneducational Institution
7.61	Previous Experience as an Educational Administrator

It is apparent from Table 22 that previous experience as an educational administrator was ranked to be the most helpful. It is interesting to notice, however, that the four experiences headmasters had as students were all ranked below the three non-student experiences. It is especially interesting to note, furthermore, that independent school headmasters ranked their general graduate experiences as the least helpful.

Eight headmasters responded to the "other" catagory. Those eight responses, with the exception of the military experience, were classified as being very to extremely helpful. The responses are listed below:

Lay reader in Anglican parish in Labrador
As a coach, dormitory master, advisor, etc.
Director of American Red Cross Club in W.W. II and Dean of Students at a university following that

Family background and individuality
Growing up in headmaster's household
The moral climate in which I grew up
Experience in secondary school
Military experience

E. General Implications

Although the sample used in this survey is both restricted and small, the results carry several implications about this small, restricted group.

First, the results imply that these headmasters wish to spend considerable more time conferring with faculty, students, and parents, but not trustees. Speculation about why would be dangerous. An obvious and safe explanation, however, is that headmasters are concerned first with those directly involved in the schools' daily affairs, and second with those only indirectly involved with the schools' daily proceedings.

Second, of the other fifteen activities, the headmasters surveyed felt that improving instruction and evaluating were two activities of special importance which were for some reason not performed as frequently as desired. Again speculation is dangerous but a possible explanation may be advanced. It is not inconceivable that the two activities that consume more time than most of the other activities, the policy making and performing routine odds and ends, leave little time for making any substantial effort to improve instrutcion and to evaluate. Frequent reference, however, was made in Part I of this report that under the theory of democratic leadership, decision making should be shared with those affected by the decisions. It is quite possible that the more headmasters share responsibility for policy determination,

the more time they will have to devote to other activities. Certainly the performance of routine odds and ends can be delegated to those willing and interested in gaining basic administrative experience. This explanation for why not enough time is spent in improving instruction and evaluating, however, is only one obvious possibility among many which are undoubtedly less obvious.

Furthermore, this questionnaire points up the fact that most headmasters have had relatively little experience in public schools as most of them were educated in independent educational organizations in New England and were never in public school administration. In addition, it is interesting that most headmasters prefer the term "independent school" to the term "private school" which perhaps carries connotations of elitism or discrimination.

Finally, it is noteworthy that headmasters ranked their general experiences in graduate schools as being the least helpful experience in terms of its impact on preparing them for their roles as headmasters.

PART III HEADMASTERS: THEORY VERSUS PRACTICE?

The literature summarized in Part I of this report paints an attractive, entertaining, and somewhat flattering picture not only of what headmasters should be but also perhaps of what many headmasters would like to be. The results from the questionnaire indicate that many of the practicing headmasters surveyed would ideally like more time to practice those activities claimed in the literature as being essential to independent school operation. The problem yet remains of how to combine suggestion with practice, and conviction with performance.

It is impossible to determine whether the literature acts as a change agent, urging educators to move in certain directions, or whether the educators' actions are merely reported after the fact in the literature. Certainly there is an interplay acting here whereby the literature advertises changes already adopted by a few headmasters; thus, the literature acts as both a reflector of reality and an advocator of the ideal.

Theory and practice, therefore, are not divorced, separated, or widowed. In fact, one can scarcely be disassociated from the other. Either the cave man thought of the wheel before he began to construct one, or, once he found something which could serve as a wheel, he imagined its potential use.

What is of significant importance when one considers the role of the headmaster in theory and practice, is the tremendous change that has evolved since the days when the independent schools outnumbered

public schools. Institutions are now rare where headmasters forbid faculty participation in educational affairs affecting the school, stress the three R's as the only valuable education, or look down unmercifully upon the community tax-supported schools. Indeed, the day when full and open democratic practice may come to the schools is approaching. In the meantime, theory will continue to give headmasters an ideal to practice, a perfection to imitate, and a challenge to overcome.

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APPENDIX I

PART I HEADMASTER'S ACTIVITIES

This instrument is in no way coded. Your candor will therefore be appreciated.

Directions: Please circle the number on the left which best indicates the frequency with which you perform the following activities (actual) and the number on the right which indicates the frequency with which you prefer to perform these activities (ideal).

Scale: 1. Never
2. Rarely
3. Sometimes
4. Often
5. Frequently

Actual		Ideal
1 2 3 4 5	Improving Instruction	1 2 3 4 5
1 2 3 4 5	Evaluating	1 2 3 4 5
1 2 3 4 5	Meeting Staff Needs	1 2 3 4 5
1 2 3 4 5	Conferring with Faculty	1 2 3 4 5
1 2 3 4 5	Conferring with Students	1 2 3 4 5
1 2 3 4 5	Conferring with Parents	1 2 3 4 5
1 2 3 4 5	Conferring with Trustees	1 2 3 4 5
1 2 3 4 5	Fund Raising	1 2 3 4 5
1 2 3 4 5	Managing Overall Finances	1 2 3 4 5
1 2 3 4 5	Recruiting Students	1 2 3 4 5
1 2 3 4 5	Developing Public Relations	1 2 3 4 5
1 2 3 4 5	Arranging for In-Service Education	1 2 3 4 5
1 2 3 4 5	Visiting Classrooms	1 2 3 4 5
1 2 3 4 5	Visiting Other Schools	1 2 3 4 5
1 2 3 4 5	Attending Professional Conferences	1 2 3 4 5
1 2 3 4 5	Policy Making	1 2 3 4 5
1 2 3 4 5	Performing Routine Odds and Ends	1 2 3 4 5
1 2 3 4 5	Teaching in a Classroom	1 2 3 4 5
1 2 3 4 5	Hiring New Personnel	1 2 3 4 5
1 2 3 4 5	Other (specify)_____	1 2 3 4 5

_____

PART II HEADMASTER'S BACKGROUND

A. Directions: Please check one answer for each of the following. This instrument is in no way coded.

1. My sex is

___ Male
___ Female

2. My age is

___ 26 or younger
___ 27-30
___ 31-35
___ 36-40
___ 41-45
___ 46-50
___ 51-55
___ 56-60
___ 61 or over

3. My race is

___ Caucasian
___ Negro
___ Indian
___ Oriental
___ Other

4. My level of educational preparation is

___ Bachelor's Degree
___ Beyond a Bachelor's
___ Master's Degree
___ Beyond a Master's
___ Doctorate
___ Post-Doctorate

5. My undergraduate degree is from

___ a state university
___ a state college
___ a private university
___ a private college
_____ other (specify)

6. My undergraduate school is in

___ New England
___ Middle Atlantic
___ South
___ Mid or South West
___ West Coast
___ Outside U.S.

7. My undergraduate degree major was in

___ Citizenship (e.g. History)
___ Language Arts (e.g. English)
___ Relational Thinking (e.g. Math)
___ Objective Thinking (e.g. Science)
___ Aesthetics
___ Motor Development (e.g. P.E.)
_____ other (specify)

8. My last graduate degree major was in

___ Education
___ Law
___ Business
___ Medicine
___ Arts & Sciences
_____
___ other (specify)

9. My latest graduate degree is from a school in

___ New England
___ Middle Atlantic
___ South
___ Mid or South West
___ West Coast
___ Outside U.S.

10. I was a public school administrator for

___ 0 years
___ 1-3 years
___ 4-6 years
___ 7-10 years
___ 11-15 years
___ 16 or more years

11. I have been a private school administrator for

___ 1-3 years
___ 4-6 years
___ 7-10 years
___ 11-15 years
___ 16 or more years

12. I have been a classroom teacher for

___ 0 years
___ 1-3 years
___ 4-6 years
___ 7-10 years
___ 11-15 years
___ 16 or more years

13. I am

___ married
___ single
___ divorced
___ separated
___ widowed

14. I have the following number of children

___ 0
___ 1
___ 2
___ 3
___ 4
___ 5
___ 6 or more

PART II (Cont.)

15. How I obtained present position

____ called upon by trustees
____ registered with employment agency
____ referred by friends of the school
____ promoted from within the school
_____
_____ other (specify)

16. My present salary is

____ $10,999 or less
____ $11,000 - $13,999
____ $14,000 - $16,999
____ $17,000 - $19,999
____ $20,000 - $23,999
____ $24,000 - $29,999
____ $30,000 - $37,999
____ $38,000 - $49,999
____ $50,000 or more

17. Father's primary occupation

____ Teacher
____ Educational administrator
____ Lawyer
____ Doctor
____ Clergy
____ Business
____ Farmer
_____ other (specify)

18. Mother's primary occupation

____ Teacher
____ Educational administrator
____ Lawyer
____ Doctor
____ Clergy
____ Business
____ Farmer
_____ other (specify)

19. The size of my school is

____ 1-49
____ 50-99
____ 100-149
____ 150-199
____ 200-249
____ 250-299
____ 300-349
____ 350-399
____ 400-499
____ 500-599
____ 600 or more

20. The age of my school is

____ 70-79 years
____ 80-89 years
____ 90-99 years
____ 100-124 years
____ 125-149 years
____ 150-174 years
____ 175-199 years
____ 200-224 years
____ 225 or more

21. Which is the best expression to identify the nonpublic school?

____ private school
____ preparatory school
____ independent school
____ nonpublic school
_____
____ other (specify)

B. Please complete this statement ---- Headmasters are best thought of as being:

_____

_____ .

PART II (Cont.)

C. Rank the following from 1 (least) to 7 or 8 (most):

How beneficial were the following in terms of preparing you for your role as a headmaster?

_____ General Undergraduate Experience

_____ Undergraduate Courses in a Specific Area

_____ General Graduate Experience

_____ Graduate Courses in a Specific Area

_____ Previous Experience as a Teacher

_____ Previous Experience as an Educational Administrator

_____ Previous Experience in a Noneducational Institution

_____

_____ other (specify)

THANK YOU.

Please return this by March 20 to the address below:

Mr. Peter F. Nostrand
Graduate Assistant for Administrative Services
Office of the Dean
School of Education
University of Virginia
New Education Building
Emmet Street
Charlottesville, Virginia 22903

APPENDIX II

THIRTY-EIGHT SCHOOLS USED IN THIS STUDY

1. Austin-Cate Academy, Center Strafford, New Hampshire
2. Berwick Academy, South Berwick, Maine
3. Brewster Academy, Wolfeboro, New Hampshire
4. Cambridge School, Weston, Massachusetts
5. Chapel Hill - Chauncy Hill School, Waltham, Massachusetts
6. Cheshire Academy, Cheshire, Connecticut
7. Cushing Academy, Ashburnham, Massachusetts
8. Fryeburg Academy, Fryeburg, Maine
9. Governor Dummer Academy, Byfield, Massachusetts
10. Hebron Academy, Hebron, Maine
11. Higgins Classical Institute, Charleston, Maine
12. The Hinckley School, Hinckley, Maine
13. Holderness School, Plymouth, New Hampshire
14. Kents Hill School, Kents Hill, Maine
15. Lawrence Academy at Groton, Groton, Massachusetts
16. Lyndon Institute, Lyndon Center, Vermont
17. Maine Central Institute, Pittsfield, Maine
18. The New Hampton School, New Hampton, New Hampshire
19. North Yarmouth Academy, Yarmouth, Maine
20. Northfield - Mt. Hermon School, East Northfield, Massachusetts
21. Oak Grove - Coburn, Vassalboro, Maine
22. Phillips Exeter Academy, Exeter, New Hampshire
23. Pomfret School, Pomfret, Connecticut
24. Proctor Academy, Andover, New Hampshire
25. St. George's School, Newport, Rhode Island
26. St. Johnsbury Academy, St. Johnsbury, Vermont
27. St. Margaret's - Mcternan School, Waterbury, Connecticut
28. St. Mary's - in - the - Mountains, Littleton, New Hampshire
29. St. Paul's School, Concord, New Hampshire
30. The Taft School, Watertown, Connecticut
31. Thayer Academy, South Braintree, Massachusetts
32. Tilton School, Tilton, New Hampshire
33. Watkinson School, Hartford, Connecticut
34. Waynflete School, Portland, Maine
35. Westminster School, Simsbury, Connecticut
36. Wilbraham and Monson Academy, Wilbraham, Massachusetts
37. The Williams School, New London, Connecticut
38. Williston Academy and Northampton School for Girls, Easthampton, Massachusetts

APPENDIX III

OFFICE OF THE DEAN
CURRY MEMORIAL SCHOOL OF EDUCATION

March 8, 1973

Dear :

The enclosed questionnaire represents an initial endeavor to develop a demographic profile of selected headmasters. The respondents are thirty-nine administrative heads of secondary independent schools which enroll a full or partial coeducational student body. Some of the schools are day schools; some are boarding and day, and all schools were established before 1900.

A report of findings will be prepared for publication and mailed directly to those thirty-nine participating headmasters. In order to establish a valid data base, we urge your participation. The questionnaire is not coded and therefore it is impossible for us to determine which questionnaire was completed by whom, hence the strictest confidentiality is assured.

Please complete and return this questionnaire post-marked no later than Tuesday, March 20. A self-addressed, stamped envelope is enclosed for your convenience. We appreciate your assistance and wish you a most pleasant spring.

Sincerely,

Peter F. Nostrand
Graduate Assistant for Administrative Services
Office of the Dean

James H. Bash
Professor of Educational Administration

/dmh

Enclosures

Appendix IV

OFFICE OF THE DEAN
CURRY MEMORIAL SCHOOL OF EDUCATION

March 26, 1973

Dear

The response to this questionnaire has been gratifying. We are not, however, satisfied with a fifty-three percent return on a population of thirty-nine.

Obviously, the more complete the return, the more valid the results. If you have already returned this questionnaire to us, we appreciate your cooperation. If you have misplaced it or not yet found the time to complete it, we enclose another copy as a reminder.

Please return the questionnaire in the enclosed self-addressed, stamped envelope by Monday, April 10. Your participation in this project is greatly appreciated.

Sincerely,

Peter F. Nostrand
Graduate Assistant for
Administrative Services
Office of the Dean

James H. Bash
Professor of Educational
Administration

PFN/wb

Enclosures